DOCUMENT RESUME

ED 339 809 CE 052 838

TITLE Arizona Vocational Home Economics Program Guide.
INSTITUTION Northern Arizona Univ., Flagstaff. Center for Vocational Education.
SPONS AGENCY Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education.
PUB DATE Jun 83
NOTE 308p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC13 Plus Postage.
DESCRIPTORS *Competency Based Education; Criterion Referenced Tests; *Curriculum Development; Educational Facilities Planning; High Schools; Material Development; *Occupational Home Economics; Program Development; Program Guides; *Program Implementation; Student Organizations; Teacher Developed Materials
IDENTIFIERS Arizona

ABSTRACT

This guide is designed for the vocational home economics teacher as a resource document necessary for a comprehensive program for home economics education. It includes all of the important resources, including philosophy, program guidelines, and program of instruction (classification of instructional programs). A copy of the Guide for Developing Competency-Based Curriculum for Vocational Home Economics is provided to assist in the implementation of competency-based curriculum for classroom use. It is divided into two sections. Section I expands the Arizona State Model by reviewing what has been done, presenting the essential skills for the occupation of homemaking and related occupations, and defining a model program in home economics. Section II provides the "how-to-do-it" components. It explains a method of comparing a district's competency lists with those validated by the state and details the steps in formulating objectives. The process of developing the learning strategies and criterion-referenced evaluation instruments is shown. Other sections of the guide include information on youth groups; materials on facilities planning; forms for programs evaluation and planning; and appendixes that contain information on advisory committees, an article on the impact of the microcomputer, and a list of computer resource material appropriate for home economics. (YLB)

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ARIZONA

VOCATIONAL HOME ECONOMICS PROGRAM GUIDE

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Project Number 4.1(a)(3)

CE052838

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Printed by the
Arizona Department of Education
Phoenix, Arizona

Total Copies Printed 500
Total Printing Cost $1900.00
Unit Printing Cost $3.80
Date of Printing 6/83

INTRODUCTION

It has been said that change is the only thing which is predictable and constant. Vocational home economics in the nation and in Arizona has reflected this constant and predictable action.

As the 1980s pass by and the 1990s fast approach, it is imperative that the home economics profession plan responsibility for the future and become involved as never before in the success of every student.

It is equally imperative that vocational home economics teachers continue to be leaders in such areas as curriculum planning, facility and equipment utilization, youth organizations, budgets and interfacing with others in school, business, industry and the community.

This guide has been prepared for the teacher as a resource document and has been designed to include all of the important local resources such as school philosophy and advisory council minutes. It should serve as one of many resources necessary for a comprehensive program for home economics education. It is intended that continuous update occur to reflect the constant change toward the future.

ARIZONA VOCATIONAL HOME ECONOMICS PHILOSOPHY STATEMENT

WE BELIEVE:

Vocational Home Economics Education consists of coordinated parts – Consumer and Homemaking, and Home Economics Related Occupations programs.

Consumer and Homemaking Education focuses on the occupation of homemaking and has as its purpose the improvement of the quality of personal and family life.

Home Economics Related Occupations Education focuses on the preparation of learners for competency in occupations related to home economics.

The two programs share a common core of content which is applied in different settings – work of the home and work outside the home.*

THEREFORE:

Vocational Home Economics Education should be offered in all public schools in Arizona. This offering would include programs in Consumer and Homemaking Education. Home Economics Occupations programs should be offered, in addition, when they are supported by community needs. Programs should be planned so that students complete courses in appropriate Consumer and Homemaking content as prerequisite for entrance into Home Economics Occupations programs.

WE BELIEVE:

Vocational Home Economics has a contribution to make to all people at all economic levels in all cultures and at all ages.

THEREFORE:

Consumer and Homemaking content should be offered in schools, kindergarten through university, in adult education, and in non-formal settings. Home Economics Occupations programs should be offered in school, grades 10-12, postsecondary and adult levels.

WE BELIEVE:

The content for Consumer and Homemaking programs is oriented toward enabling students to develop as fully-functioning persons and family members, and to cooperate with others in identifying worthy social goals and working for their implementation. Critical social problems change over time. The breadth and depth of the Vocational Home Economics program should be responsive to change in critical social problems.

THEREFORE:

Consumer and Homemaking programs should offer content from all of the subject areas, with each oriented toward development of fully-functioning individuals who work for the implementation of identified social goals.

The content areas are:
- Individual Growth/Development
- Textiles and Clothing
- Nutrition and Food
- Resource Management/Consumer Education

*See chart relating common core to each setting.

WE BELIEVE:

Home Economics Related Occupations programs have the responsibility of preparing students to be competent for employment in Home Economics Related Occupations. The transfer of Consumer and Homemaking competencies to the world of work outside the home necessitates that students have supervised experience in occupational settings – actual or simulated.

THEREFORE:

Home Economics Related Occupations programs should provide cooperative occupational experiences in communities where opportunities exist. In communities with limited opportunity for cooperative experiences, in-depth, long-term simulations of occupational experience should be provided.

The content areas are:**

Child Care and Guidance Management and Services
Clothing, Apparel, and Textiles Management, Production and Services
Food Production, Management and Services
Interior Design/Home Furnishings, and Equipment Management, Production and Services
Institutional, Home Management and Supporting Services

WE BELIEVE:

The youth organizations – Future Homemakers of America (FHA) and Home Economics Related Occupations (HERO) – provide students with opportunities for personal, family, occupational and citizenship development that complement the competencies normally developed in the classroom setting.

THEREFORE:

The youth organizations FHA and HERO should be an integral part of the Consumer and Homemaking and the Home Economics Related Occupations programs, and should be designed to involve a high proportion of class members in worthwhile personal, family, occupational and citizenship experiences.

WE BELIEVE:

Evaluation is essential in Home Economics program development and implementation, for it serves to assess the extent to which programs achieve their societal goals. A research base is necessary for effective decision making concerning the goals and implementation of Home Economics programs.

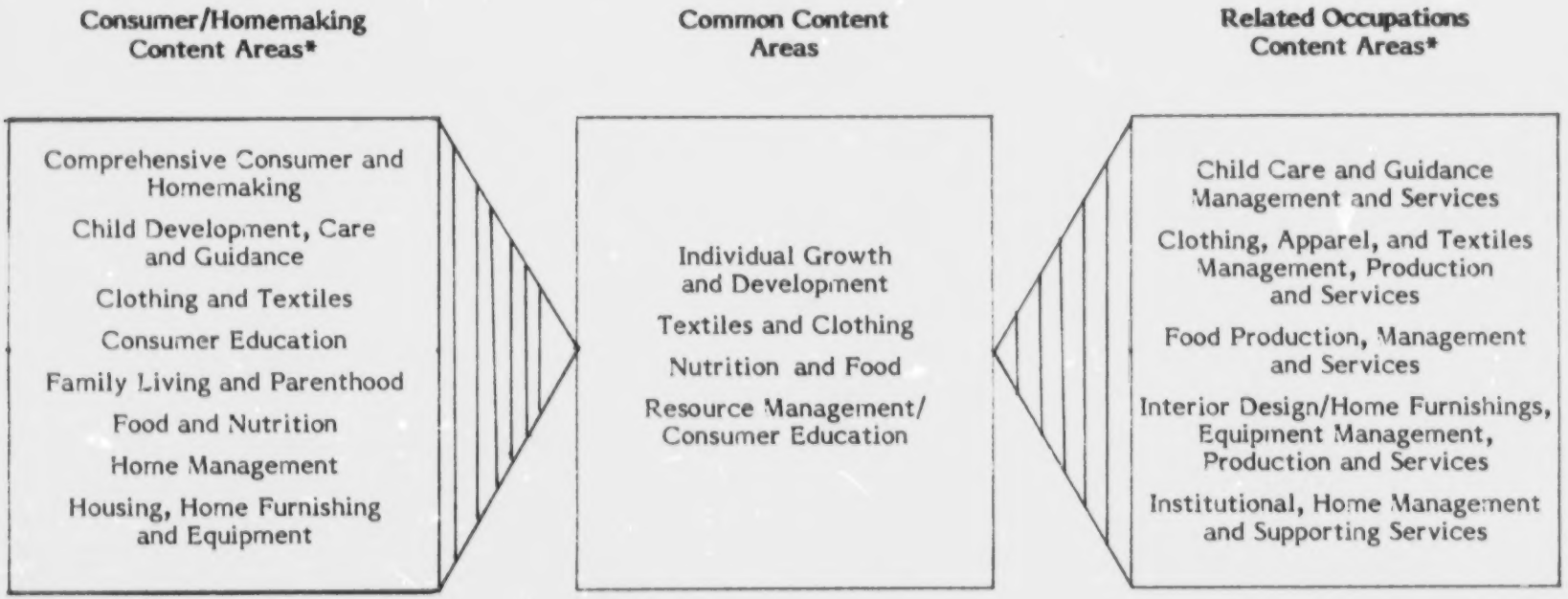
THEREFORE:

A conscientious effort should be made to evaluate cooperatively and progress toward achievement of short- and long-term goals of Home Economics programs in the state, and serve as a basis for decisions regarding Vocational Home Economics Education.

**Content areas adapted from: A Classification of Instruction Programs, National Center for Education Statistics, 1982, page 26.

Developed in Conjunction with the State Home Economics Teacher Education Advisory Council

VOCATIONAL HOME ECONOMICS CONTENT AREAS


Consumer/Homemaking Content Areas*
Comprehensive Consumer and Homemaking
Child Development, Care and Guidance
Clothing and Textiles
Consumer Education
Family Living and Parenthood
Food and Nutrition
Home Management
Housing, Home Furnishing and Equipment
Common Content Areas
Individual Growth and Development
Textiles and Clothing
Nutrition and Food
Resource Management/ Consumer Education
Related Occupations Content Areas*
Child Care and Guidance Management and Services
Clothing, Apparel, and Textiles Management, Production and Services
Food Production, Management and Services
Interior Design/Home Furnishings, Equipment Management, Production and Services
Institutional, Home Management and Supporting Services

*Content areas adapted from: A Classification of Instruction Programs, National Center for Education Statistics, 1982, p. 26.

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1. PROGRAM PLANNING

1. The philosophy reflects current social, economic, and cultural needs of the society and community.

2. The goals of the vocational home economics program directly relate to the philosophy, are consistent with other educational philosophies (district, school and department), and reflect the focus of the profession.

3. The philosophy reflects the intent of the legislature and Department of Education.

4. The philosophy is developed by the vocational home economics staff and advisory council.

5. The philosophy is reviewed by the vocational home economics staff every three (3) years and is revised/updated with the assistance of the advisory council.

6. The philosophy is available to all interested persons.

7. The philosophy is distributed to the vocational home economics staff, counselors, administrators, governing board, and advisory council.

8. The philosophy is utilized in:

   - Program Planning - - Goals and Curriculum
   - Program Implementation
   - Program Evaluation and Revision
   - Development of Instructional/Administrative/Supervisory Staff Job Descriptions

DRAFT

2. LOCAL ADVISORY COUNCIL

1. An advisory council consists of at least (5) members, selected or recommended by the vocational home economics staff, approved and invited to serve by the appropriate administrator.

2. An advisory council has diversified representation:

   - Occupation of Homemaking
   - Education
   - Industry
   - Labor
   - Both Sexes
   - Racial and Ethnic Minorities
   - Others, such as:
     - Parents
     - Enrolled Students
     - Program Completers
     - Human Service Organizations

3. An advisory council meets at least twice a year.

4. An advisory council has written policies and selects a chairperson and secretary.

5. An advisory council representative and the vocational home economics staff develop and distribute an agenda for each meeting.

6. The advisory council secretary and vocational home economics staff maintain a public file of minutes and other records.

3. CURRICULUM AND INSTRUCTION

Instruction, Curriculum

1. The instructional staff assumes responsibility for planning, organizing, and conducting instruction.

2. The instructional staff utilizes local curriculum guides and policies.

3. The instructional staff assists in developing and revising the local curriculum based upon state and national curriculum guides.

4. The instructional staff promotes articulation of the vocational home economics program offerings at all education levels.

5. The instructional staff meets deadlines when completing and filing reports.

6. The instructional staff selects and obtains instructional materials and supplies.

7. The instructional staff conducts evaluation of curriculum as each offering is taught.

8. The instructional staff conducts in-depth evaluations of curriculum every three years.

9. The instructional staff revises the curriculum based on the results of the evaluations.

10. The instructional staff participates in evaluations of the instructional program.

11. The instructional staff revises the instructional program based on results of the evaluations and makes recommendations for improving instructional materials and equipment.

12. The instructional staff responsible for outreach offerings establishes and utilizes procedures for conducting offerings in cooperation with school and community groups.

13. The instructional program includes courses comprising an academic year-long occupational/consumer homemaking offering.

14. The instructional program includes an average of at least five class periods (approximately five hours) per week of related classroom instruction, and an average of at least 15 hours per week of on-the-job training experiences in a home economics occupation for each offering which utilizes the cooperative education method of instruction.

3. CURRICULUM AND INSTRUCTION
(Continued)

15. The instructional program is structured to insure that each teacher has at least one class period each day for planning and preparation of classes, conferring with students.

16. The instructional program is structured to insure that the designated chairperson is provided additional released time of at least one class period each day (in addition to the regular planning period) for managerial responsibilities.

17. The instructional program provides outreach offerings utilizing home, school, and/or community facilities to meet the special needs of youth and adults.

18. The curriculum is developed using local/state/national resources, task analyses for each occupation, suggestions from advisory council, needs/interests/abilities of students, current/future societal needs, current/projected employment opportunities, contact with parents/guardians/business/industry, students/employer follow-up, evaluation of student progress, suggestions from teachers, counselors, administrators.

19. The consumer and homemaking curriculum is designed using the following content areas:

- Housing and Furnishings
- Individual Growth Patterns
- Resource Management/Consumer Education
- Nutrition and Foods
- Textiles and Clothing

20. The related occupational curriculum is designed using the following content areas:

- Child Care and Guidance Management and Services
- Clothing, Apparel, and Textiles Management, Production and Services
- Food Production, Management and Services
- Interior Design/Home Furnishings, Equipment Management Production and Services
- Institutional, Home Management and Supporting Services

21. The curriculum includes both short-term and long-term goals for the instructional program.

22. The curriculum is in a competency-based format.

23. The curriculum reflects articulation of the vocational home ecomomics education program at all educational levels.

3. CURRICULUM AND INSTRUCTION
(Continued)

24. The curriculum includes learning experiences beyond the classroom setting.

25. The curriculum includes consumer education as a part of each offering.

26. The curriculum includes a safe work place as a part of each offering.

27. The curriculum includes experiences which develop employability skills as a part of each offering.

28. The curriculum includes information on topics based on current and future societal concerns as related to each occupational or consumer homemaking offering.

29. The curriculum prepares high school individuals for home economics occupations.

30. The curriculum prepares high school individuals for the occupation of homemaking.

4. STUDENT ORGANIZATIONS

1. The instructional staff organizes and advises an FHA and/or HERO student organization chapter as an integral part of the instructional program.

2. The curriculum includes vocational FHA or HERO student organizations as an integral part of the instructional program.

5. EQUIPMENT AND FACILITIES

1. The instructional staff recommends priorities for equipment purchases at least once a year.

2. The instructional staff organizes, maintains, and inventories instructional supplies, materials, and equipment.

3. The instructional staff arranges and maintains the classroom setting to provide a safe environment which is conducive to learning.

4. The instructional staff establishes and uses procedures for positive classroom management to facilitate learning.

5. The instructional staff conducts an evaluation of instructional materials and equipment once a year and makes recommendations for improving instructional materials and equipment.

6. OCCUPATIONAL EXPERIENCE/COOP/WORK EXPERIENCE

1. The instructional program:

   - Can utilize the pre-employment laboratory education method of instruction (classroom instruction and supervised laboratory or training experiences), i.e., junior HERO, nursery school, foods lab, etc.

   - Can include comprehensive consumer and homemaking education offerings which are comprised of study in all areas of home economics.

   - Can include a variety of specialized offerings.

   - Can utilize the cooperative education method of instruction (classroom instruction and supervised on-the-job training experiences).

2. The instructional program is structured to insure that teachers of offerings which utilize the cooperative education method of instruction have at least two consecutive class periods each day for carrying out responsibilities involving student employment.

3. The instructional program is structured to insure that teachers of offerings which utilize the cooperative education method of instruction are employed at least two weeks prior to the first day of employment of other classroom teachers in order to begin coordination activities.

7. GUIDANCE AND COUNSELING

1. The curriculum includes information about home economics careers as a part of each offering.

8. STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

The Consumer and Homemaking teacher can be certified in the following way:

1. The instructional staff must have at least a bachelor's degree and certificate on file for assigned responsibilities.

The Home Economics Related Occupations teacher can be certified in the following ways:

2. The instructional staff may have at least a bachelor's degree and certificate on file for the assigned responsibilities and 2,000 work hours in the area to be taught.

OR

3. The instructional staff may have at least 4,000 work hours and credit for the Related Occupations Methods Class.

OR

4. The instructional staff who has a temporary certificate is actively involved in obtaining a complete credential(s) for the teaching assignment, and will complete within a prescribed time.

5. The instructional staff utilizes local, state, and national standards and other criteria in conducting self-evaluation of professional performance once a year.

6. The instructional staff initiates and makes parent/guardian/business/industry contacts.

7. The instructional staff interprets the program to persons in various settings to include: parents/guardians, business/industry, boards of education, legislators, school administrators, counselors.

8. The instructional staff assists students in planning, conducting, and utilizing extended learning experiences beyond the classroom (home, community, place of employment).

9. EVALUATIONS

1. The instructional staff evaluates student progress on a continuous basis according to stated behavioral/performance objectives.

2. The instructional staff utilizes the results of the evaluation of student progress to improve instruction.

3. The instructional staff responsible for outreach offerings conducts an evaluation of the offerings in relation to identified community needs at least once a year.

10. SPECIAL POPULATIONS

1. The instructional staff facilitates learning of students with special needs by serving on the committee which reviews those students for admission to and dismissal from each offering.

2. The instructional program is structured to insure that the number of students (including mainstreamed) in each offering does not exceed the number for which it is designed, equipped, supplied, and which the teacher can effectively instruct and safely supervise.

3. The instructional program is structured to insure access to both males and females, students with various abilities, students from various cultures, students with handicapping conditions, students declared disadvantaged, students from areas of high unemployment, and school-age single parents.

4. The instructional program is accessible through outreach offerings to youth and adults in the community having special needs, such as, but not limited to: the aged, young children, school-age parents, single parents, handicapped persons, educationally disadvantaged persons; programs connected with health care delivery systems, and programs providing services for courts and correctional institutions.

5. The curriculum is free of sex bias and sex stereotyping.

6. The instructional staff adapts instruction to meet the needs of all students.

11. PROGRAM SUPPORT

1. Funds may be used for vocational home economics staff members necessary to conduct and administer/supervise the program.

2. Funds may be used for salaries of vocational home economics staff members who are on extended employment - extended beyond the regular school hours and/or beyond the academic year.

3. Funds may be used to support instructional personnel in participation of professional development activities.

4. Funds may be used for salaries and travel of instructional personnel to supervise Home Economics Related Occupations student employment.

5. Funds may be used for salaries and travel of instructional personnel to supervise activities of F.H.A. and H.E.R.O.

6. Funds may be used for employment of teacher aides/paraprofessionals to assist teachers having disproportionate numbers of students with special needs.

7. Funds may be used for maintaining and renovating facilities to:

   - accommodate the assigned number of students in instructional classroom;
   - accommodate the assigned number of students in instructional laboratory;
   - insure safety;
   - provide adequate workspace for staff and administrative personnel;
   - provide equipment storage space within immediate instructional area; and
   - provide access to all persons.

8. Funds may be used for materials, supplies, printing, telephone, and postage which contribute to the education of vocational home economics students.

9. Funds may be used for the purchase and maintenance of current equipment which contributes to the education of vocational home economics students.

10. Funds may be used for the evaluation of the vocational home economics program by instructional personnel and/or advisory council.

11. Funds may be used for conducting needs assessments for the development of instructional programs.

12. The instructional staff manages the financial aspects of the teaching assignment.

12. PLACEMENT AND FOLLOW-UP

1. The instructional staff maintains student files for follow-up and placement, according to local, state, and federal regulations.

HOME ECONOMICS CERTIFICATION

INTRODUCTION

This section is a brief overview of the general program requirements for a quality occupational program in Vocational Home Economics. The instructional staff is defined as the personnel directly responsible for teaching in a Home Economics Education Program.

VOCATIONAL HOME ECONOMICS

These definitions of Vocational Home Economics Education are taken from the Common Core Standards approved by the State Board of Education on June 23, 1980.

Vocational Consumer and Homemaking Education:

> "Vocational Consumer and Homemaking Education includes courses at 9th, 10th, 11th, 12th grades consisting of instructional programs services and activities for the occupation of homemaking including consumer education, food and nutrition, family living and parenthood education, child development and guidance, housing and home management, and clothing and textiles. Teachers must be vocationally certified in Consumer and Homemaking."

Vocational Home Economics Related Occupations:

> "Vocational Home Economics Occupations Preparation courses at the 10th, 11th and 12th grades emphasizing acquisition of competencies needed for entry or advanced levels of work within the service occupations including food preparation and service, child care and care of the elderly, home furnishing design and equipment, clothing design and service, and institutional services. Teachers must be vocationally certified in home economics occupations."

In many programs, the teacher who teaches the Vocational Home Economics Occupational Program courses also teaches a Vocational Consumer and Homemaking Education course or courses. Students may be enrolled in occupatioal and consumer and homemaking classes simultaneously. The knowledge obtained in consumer homemaking classes is applied in occupational preparation and work experience.

TEACHER CERTIFICATION - CONSUMER HOMEMAKING

The Consumer Homemaking teacher needs one certificate - Vocational Home Economics Certificate - VHE.

Three types of VHE Certificates

BASIC

Vocational Certificate in the Area of Vocational Home Economics Education, Comprehensive - Grades K-12, valid six years, renewable.

Requirements:

a. Bachelors degree from a nationally or regionally accredited institution.
b. Thirty-six semester hours in home economics with one course in each of the following: child development, directed experience with young children, family relations, family economics, home management, directed laboratory experience in home management and two courses in the following: clothing and textiles, food and nutrition, and in housing, home furnishings and household equipment.
c. Eighteen semester hours in professional preparation coursework to include each of the following:
    i. Methods of teaching home economics education.
    ii. Student teaching in vocational home economics within Grades K-12.
d. Two years of classroom teaching in vocational home economics within Grades K-12 may be accepted in lieu of the student teaching.

STANDARD

Vocational Certificate in the Area of Vocational Home Economics Education, Comprehensive - Grades K-12, valid six years, renewable.

Requirements:

a. Qualify for a Basic Vocational Certificate in the area of Vocational Home Economics, Comprehensive.
b. Master's degree or thirty semester hours beyond bachelor's degree from a nationally or regionally accredited institution.

PROVISIONAL

Vocational Certificate in the Area of Vocational Home Economics Education, Comprehensive - Grades K-12, valid one year, renewable.

a. Bachelors degree from a nationally or regionally accredited institution.
b. Twenty-seven semester hours in home economics with one course in each of the following: child development, family relations, clothing and textiles, home management, food and nutrition, and in housing, home furnishings and household equipment.

TEACHER CERTIFICATION - RELATED OCCUPATIONS

Certification for Occupational Home Economics Teachers. The Cooperative teacher/coordinator needs one certificate and an endorsement:

VRO - Vocational Related Occupational Certificate
CEN - Cooperative Education Endorsement

The simulation/laboratory teacher needs one certificate:*

VRO - Vocational Related Occupational Certificate

Requirements for these certificates are:

CEN Endorsement

Completion of Cooperative Education Class - 3 semester hours

Three Types of VRO Certificates

BASIC

a. Bacherlor's degree from a nationally or regionally accredited institution.
b. 30 semester hours in Home Economics.
c. 18 semester hours in professional vocational preparation including course work in each of the following:

1. Methods of Teaching Occupational Vocational Home Economics.
2. Student teaching in Vocational Home Economics Related Occupations within grades K-12.
3. 2 years of classroom teaching in Vocational Home Economics Related Occupations within grades K-12 may be accepted in lieu of student teaching.
4. 2,000 clock hours of occupational work experience in the Home Economics Related Occupations in area assigned to be taught or 5 semester hours internship in Vocational Home Economics Related Occupations.

STANDARD Vocational Certificate in the area of Vocational Home Economics Related Occupations. 6 years, renewable.

a. Qualify for Basic Certificate in the area of Vocational Home Economics Related Occupations.
b. Masters degree or 30 semester hours beyond a Bachelors degree from a nationally or regionally accredited institution.

PROVISIONAL Vocational certificate in the area of Vocational Home Economics Related Occupations. 1 year, renewable with 5 semester hours in related area (5 sem. hrs. each year)

Option a. 6,000 clock hours of occupational work experience in the Home Economics Related Occupations in area assigned to be taught.

OR

Option b. Bachelors degree from a nationally or regionally accredited institution,

AND

18 semester hours in Home Economics in area assigned to be taught,

AND

2,000 clock hours of occupational work experience in the Home Economics Related Occupations in area assigned to be taught or 5 semester hours internship in Vocational Home Economics Related Occupations.

*The local school district may have additional certification requirements.

EXTENDED CONTRACTS

In Cooperative Education, teachers need time prior to the opening of school to obtain training stations and to begin placement of students for their work experience.

Teachers who conduct a simulated occupational program, may be given additional time for the purpose of purchasing supplies, budgeting, and setting up observation stations in business.

VOCATIONAL HOME ECONOMICS

A summary of groups of instructional programs that emphasize the entry and advanced levels, and/or preparing for advancement in occupations utilizing home economics education knowledge and skills. Vocational home economics education instructional programs are developed from home economics education subject matter areas to meet the unique requirements of the specific vocations. Programs that prepare individuals for paid employment include: (1) services to individuals/families; (2) assistance to professional home economists and professionals in fields related to home economics in industry, business, and public and private agencies; and (3) other services and/or assistance directly related to one or more of the home economics subject matter areas, offered in formal and/or informal settings combined with supervised laboratory and work experiences.

20.0201 Child Care and Guidance Management and Services, General. An instructional program that generally prepares individuals for occupations in child care and guidance, foster care/family day care, and teacher assistance, often under the supervision of professional personnel. Includes instruction in child growth and development; nutrition; program planning and management; safety and behavior guidance; recreational and play activities; child abuse and neglect; parent-child personal relationships; learning experiences for children; interpersonal relationships; and laws, regulations, and policies relating to child care services and maintenance of children's environments.

20.0202 Child Care Aide/Assisting. An instructional program that prepares individuals to assist with the care and guidance of infants and young children under the supervision of professional personnel. Includes instruction in planning, organizing, and conducting activities which promote physical, interpersonal, motor, mental, and social growth and development of acceptable behavior, cleanliness, eating, playing, resting and toilet habits. Programs prepare individuals as child care assistants to assume major responsibilities for caring and guiding the development of young children, or as child care aides to work under the direction of child care assistants or professionals. Also, instruction is given in supervision of other child care personnel.

20.0203 Child Care Management. An instructional program that prepares individuals to develop and manage effective child care programs by providing instruction in the management of financial operations; selecting and/or developing facilities; selecting staff and staffing patterns; providing staff development opportunities; developing a total program for children; and working with parents, community agencies and organizations, and others concerned with children.

20.0204 Foster Care/Family Care. An instructional program that prepares individuals to assume the duties of a foster parent of skilled family day care worker under the supervision of the sponsoring agency. Includes instruction in child growth and development; special needs of deprived or handicapped children; health and safety; nutrition; program/play activities; parental involvement; and laws, regulations, and policies related to family day care services.

20.0205 Teacher Aide. An instructional program that prepares individuals to assist a teacher in conducting and carrying out the objectives of a child care program(s) within the context of the school or particular setting. Includes instruction in program planning for a child's development, playground activities, the health and safety of children, and administrative and managerial activities.

20.0299 Child Care and Guidance Management and Services, Other. Any instructional program in child care and guidance management and services not described above.

20.03 Clothing, Apparel, and Textiles Management Production, and Services. A group of instructional programs that prepares individuals for occupations concerned with the entire spectrum of clothing, apparel, and textiles management, production, and services, including but not limited to construction; fabric and fabric care; pattern design; principles in clothing construction and selection; fitting and alterations of ready-to-wear garments; custom tailoring; clothing maintenance; and textiles testing.

20.0301 Clothing, Apparel, and Textiles Management, Production, and Services, General. An instructional program that generally prepares individuals for occupations concerned with the entire spectrum of clothing, apparel, and textiles management, production, and services, including but not limited to construction; fabric and fabric care; pattern design; principles in clothing construction and selection; fitting and alterations of ready-to-wear garments; custom tailoring; clothing maintenance; and textiles testing.

20.0302 Clothing Maintenance Aide. An instructional program that prepares individuals to repair and clean garments and accessories according to customer preferences. Includes instruction in examining garments to determine types of repair, alteration, or cleaning needed; fitting and marking garments for proper repairs; making repairs; assisting with laundering and dry-cleaning of garments; pressing garments; labeling and bagging garments; assisting in keeping records, keeping shop orderly and clean; and constructing garments in commercial garment or apparel factories as needed.

20.0303 Commercial Garment and Apparel Construction. An instructional program that prepares individuals to design and construct ready-to-wear garments and apparel. Includes instruction in designing and drafting patterns for standardized sizes; selecting appropriate fabric; cutting of fabric with commercial cutting equipment; stitching fabric on commercial power sewing equipment; applying finishes and notions to garments and apparel; and pressing and packing garments or apparel.

20.0304 Custom Apparel/Garment Seamstress. An instructional program that prepares individuals to construct, alter and prepare garments to customer specifications. Includes instruction in knowledge of fibers, textiles, fabrics, and notions; understanding and applying metrication in measuring and fitting as may be necessary; constructing, altering, and preparing garments for women, men, and children according to customer specifications; using standard or power sewing machines or various hand stitches; designing, making, and fitting patterns to individuals; laying out patterns on the fabric and cutting out fabric with hand or power driven scissors or shears; basting fabric pieces together and fitting garments to customers; sewing fabrics together with specific seam finishes for particular fabrics; refitting and adjusting garments to customers; finishing by hand or power operated equipment; and pressing to remove wrinkles and smooth seams, collars, cuffs, and so forth.

20.0305 Custom Tailoring and Alteration. An instructional program that prepares individuals to construct, alter, and repair men's, women's and children's garments. Includes instruction in selection of design, fabric, and notions to customer specifications; taking measurements and fitting; preparing patterns; cutting, sewing, and altering by hand; and/or finishing the garment.

20.0306 Fashion/Fabric Coordinating. An instructional program that prepares individuals to assist in coordinating garments for various occasions. Includes instruction in fashion design, trends, characteristic styles, and merchandising; describing to customers the garment construction, quality, and fiber content; care and durability; selecting current fashion for figure types, fitting garments on customers; planning and presenting fashion shows; developing fashion displays; assisting home sewers with construction techniques; advising on quantity of fabric needed; measuring and cutting fabric; ordering, receiving, and displaying fabric and merchandise; keeping shop and store clean and orderly; and taking inventories and replenishing stock.

20.0307 Textiles Testing. An instructional program that prepares individuals to select and correctly use tools and equipment for specific textiles test under the direction of clothing or textile technicians. Includes instruction in identifying qualities of various fibers, yarns, and fabrics; collecting and testing fiber silvers, roving, and yarn of fabric samples, making elementary statistical calculations; recording test results; comparing test results with samples or prepared standards; reporting variation from standards to director of quality control; checking and calibrating various testing instruments using metrication; and keeping laboratories clean.

20.0308 Wedding/Specialty Consulting. An instructional program that prepares individuals to advise individuals and/or families with preparation for weddings, including wedding etiquette; selection of attire for bride, groom, attendants, and others; fitting and marking garments for needed alterations; assisting in selection of invitations, flowers, linens, and other home accessories; working with caterers and photographers; keeping records of gifts; constructing, displaying, and selling wedding attire; and conducting wedding fashion shows.

20.0399 Clothing, Apparel, and Textiles Management, Production and Services, Other. Any instructional program in clothing, apparel, and textiles management, production, and services not described above.

20.04 Food Production, Management, and Services. A group of instructional programs that generally prepares individuals in managerial, production, and service skills used in institutional, commercial, or self-owned food establishments or other food industry occupations. Includes instruction in planning, selecting, storing, purchasing, preparing, and serving quantity food products; nutritive values; safety and sanitation precautions; use and care of commercial equipment; serving techniques; special diets; and management of food establishments.

20.0401 Food Production, Management, and Services, General. An instructional program that generally prepares individuals in managerial, production, and service skills used in institutional, commercial, or self-owned food establishments or other food industry occupations. Includes instruction in planning, selecting, storing, purchasing, preparing, and serving quantity food and food products; nutritive values; safety and sanitation precautions; use and care of commercial equipment; serving techniques; special diets; and management of food establishments.

20.0402 Baking. An instructional program that prepares individuals to engage in the preparation of bakery food products for use in commercial food establishments, for retail distribution, or for special functions. Includes instruction in making, freezing, and handling baked products, decorating, counter display; and service and packaging of bakery products.

20.0403 Chef/Cook. An instructional program that prepares individuals to engage in the preparation and cooking of a variety of foods to maintain nutritive values and quality control. Instruction is given in the determination of quantity of food to be prepared and the size of servings for different types of food services; the use and care of commercial equipment; adherence to sanitation precedures for storage, preparation, and service of foods; the observation of health, safety, and sanitary precautions in the cooking areas; and the use of equipment or utensils.

20.0404 Dietetic Aide/Assisting. An instructional program that prepares individuals to utilize nutritional knowledge in preparing and serving meals to individuals with specific dietary needs under the direction of a professional dietitian. Includes instruction in selecting and using specific pieces of equipment for particular tasks in food preparation and services; preparing and serving simple foods according to diet instruction; examining assembled trays for conformance with diet regulations and nutritional values; handling foods, beverages, equipment, utensils, and table settings in order to prevent contamination; observing safety and sanitary standards and regulations; following appropriate emergency procedures; and assisting in the management of dietary facilities. Programs prepare dietetic aides to work under the direction of an assistant and a professional dietitian in performing the less complicated dietetic tasks; programs prepare dietetic assistants to work under the direction of a professional dietitian.

20.0405 Food Catering. An instructional program that prepares individuals to engage in booking, planning, and managing the preparation and service of food for special occasions. Includes instruction in arranging for equipment, tables, space, decorations, and entertainment, and for transportation of food and equipment; supervising cleanup; assisting in taking inventories; storing food and supplies; observing safety precaution; and following food handling procedures as specified by health and sanitation regulations. Programs prepare individuals both as food caterers, who perform managerial task and are recognized as experts in specialty food preparation and products, and as food-caterer aides, who work under the direction of food caterers.

20.0406 Food Service. An instructional program that prepares individuals to select, purchase, prepare, or produce food in quantities; preserve nutritive value of foods; follow standard recipes for quality control; prepare and serve quantity foods; receive, store, and issue foods and supplies; select and use commercial equipment for production and services; observe safety precautions and sanitation regulations; store and handle food and equipment; clean food preparation and service areas; take inventories; and work in or manage food-service establishments.

20.0407 Food Testing. An instructional program that prepares individuals to select and correctly use proper tools and equipment for specificed food test, usually under the direction of food scientists, technicians or home economists. Includes instruction in identifying qualities of various foods; collecting and testing food samples as directed; making elementary statistical calculations; recording test results; comparing test results with samples or prepared standards; reporting variations from standards to director of quality control; and checking and calibrating various testing instruments.

20.0408 School Food Service. An instructional program that prepares individuals for overall planning, supervising, purchasing, preparing, and serving goods and food products in school food-service establishments. Includes instruction in planning appetizing and nutritional menus suitable for school-age students; creating an enjoyable and pleasant environment for serving of foods; recording meals served and food used on a daily basis; taking inventory of supplies and equipment; assisting in cleaning school food-service facilities; and performing dishwashing tasks and storage of equipment or food according to health, safety, and sanitation regulations.

20.0499 Food Production, Management, and Services, Other. Any instructional program in food production, management, and services not described above.

20.05 Home Furnishings and Equipment Management, Production, and Services. A group of instructional programs that prepare individuals in the entire spectrum of home furnishings and equipment. Includes instruction in assisting purchasers in selecting and maintaining suitable home furnishings and/or equipment; assisting interior designers, decorators, or professional home service director; making slipcovers, draperies, curtain and window treatments, and upholstery; and designing accessories such as floral arrangements or decorations.

20.0501 Home Furnishings and Equipment Management, Production, and Services, General. An instructional program that generally prepares individuals in the entire spectrum of home furnishings and equipment. Includes instruction in assisting interior designers, decorators, or professional home service directors; making slipcovers, draperies, curtain and window treatments, and upholstery; and designing accessories such as floral arrangements or decorations.

20.0502 Custom Drapery and Window Treatment Design/Making. An instructional program that prepares individuals to custom design and construct draperies and other window treatments. Includes instruction in art principles, color design, textiles, fabrics, and finishes; selecting appropriate fabrics; measuring and determining materials needed; determining cost of materials and labor; constructing various types of draperies and other window treatments; using chemical or other finishes to prolong the life of fabrics; and installing draperies or other window treatment fixtures and other materials.

20.0503 Custom Slipcovering and Upholstering. An instructional program that prepares individuals to upholster, reupholster, repair, and slipcover home furnishing item in accordance with customer specifications. Includes instruction in art principles, color schemes, textures, designs, and textiles; selecting fabrics, trims, and finishes appropriate for the particular item(s); measuring and determining cost of materials and labor; identifying and using chemical treatments that prolong the life of fabrics or materials; and constructing and using latest techniques and methods for upholstering, reupholstering, repairing, and slipcovering the various types of home furnishings.

20.0504 Floral Design. An instructional program that prepares individuals to design and fashion floral arrangements and decorations. Includes instruction in selecting appropriate containers, flowers, accessories for special occasions or events such as weddings, dinners, banquets, and holiday celebrations; working with consumers, decorators, or caterers to plan and design floral arrangements that are appropriate and with cost limitations; arranging various floral decorations for a variety of settings, including households and commercial businesses; and packaging and delivering the decorative arrangements.

20.0505 Home Decorating. An instructional program that prepares individuals in processing procedures, observations, and techniques essential to the development of designs for home environments.

20.0506 Home Furnishings Aide. An instructional program that prepares individuals to assist customers in the selection of home furnishings and accessories to meet individual needs, preferences, and budgets, includes instruction in how to assist interior designers/decorators in planning and decorating customer homes or offices; constructing draperies, window treatment items, and other home accessories; and coordinating arrangements of furniture, samples, and accessories in stores.

20.0507 Home-Service Assisting. An instructional program that prepares individuals to assist professional home-service directors in demonstrating various kinds of large and small appliances and/or household equipment to consumers; in selecting, using, and caring for equipment for maximum consumer satisfaction and energy conservation; and in the planning of kitchens, laundry areas, and other work places in homes, churches, community centers, schools, and other institutions.

20.0599 Home Furnishings and Equipment Management, Production, and Services, Other. Any instructional program in home furnishings and equipment management, production, and services not described above.

20.06 Institutional, Home Management, and Supporting Services. A group of instructional programs that prepare individuals for occupations in institutional/executive housekeeping; hotel/motel housekeeping; commercial cleaning; provision of services to the aged in their home and in institutions; assistance in the management of household task; and assistance to consumers in decision making in relation to housing, food, clothing, community resources, and other homemaking concerns.

20.0601 Institutional, Home Management, and Supporting Services, General. An instructional program that generally prepares individuals for occupations in institutional/executive housekeeping; hotel/motel housekeeping; commercial cleaning; provision of services to the aged in their home and in institutions; and assistance to consumers in decision making in relation to housing, food, clothing, community, resources, and other homemaking concerns.

20.0602 Companion to the Aged. An instructional program that prepares individuals to assist aged persons with personal, social, and business affairs, including grooming and dressing; care for clothing and household linens; preparation and service of meals; practice of safety measures to prevent accidents; keeping house; answering correspondence and paying bills; outings for exercise or social activities; and reading, playing games, playing cards, or other entertainment activities. Programs prepare individuals to perform other duties to protect or promote the well-being of the aged/elderly by assisting them in living independently in their own homes, thus preventing adverse effects of isolation and loneliness.

20.0603 Consumer Aide/Assisting. An instructional program that prepares individuals to assist consumers in making wise and satisfying selections and rational decisions in the marketplace. Includes instruction in preparing menues or recipes using food specials or in-season foods; posting unit cost; demonstrating new food products and equipment; advising consumers on the use, care, and storage of products and equipment; preparing information exhibits, displays, and handouts; performing personal shopping services; and performing other activities that are appropriate in meeting the needs of consumers.

20.0604 Custodial Services. An instructional program that prepares individuals to clean and care for buildings; fixtures; furnishings; floor surfaces such as linoleum, plastic, terrazzo, tile rugs, and wood; and wall coverings such as panel, paint, plastic, wood, and synthetic materials. Instruction is given in using and caring for tools; dusting, wet mopping, scrubbing, waxing, and refinishing surfaces; cleaning toilets, windows, and walls; applying various cleaning agents, protective coating, and disinfectants; scheduling work; and purchasing custodial supplies.

20.0605 Executive Housekeeping. An instructional program that prepares individuals to clean and care for floors, floor coverings, walls, woodwork, windows, window treatments, furnishings, and equipment; make beds;

launder and store household linens; and use cleaning and sanitizing compounds, fluids, and chemicals correctly to protect health and safety of individuals. Advanced instruction and training prepare learners to assume executive housekeeping duties such as establishing standards and procedures for housekeeping staff; planning work schedules; making recommendations to management for repairs, replacement, or relocation of furnishings, equipment, or space; keeping inventories of supplies and equipment; and evaluating performance of staff with recommendations for promotion or dismissal.

20.0606 Homemaker's Aide. An instructional program that prepares individuals to assist homemakers in the management and operation of the home. Includes instruction in the care and guidance of children; care of the aged or convalescent; meal planning, marketing, and food preparation and service; laundering and caring for clothing and household linens; cleaning and caring for home furnishings, household furnishings, and household equipment; overall management and decision making; and interpersonal relationships.

20.0607 Therapeutic Recreation Aide. An instructional program that prepares individuals to assist a therapeutic recreation technician in providing recreational activities to patients. Instruction may be given in collecting, setting up, ordering, and storing equipment and supplies; maintaining records; escorting patients between nursing units and therapy centers; and maintaining cleanliness and order in treatment areas.

20.0699 Institutional, Home Management, and Supporting Services, Other. Any instructional program institutional, home management, and supporting programs not described above.

SUMMARY

Home Economics Related Occupations, H.E.R.O., is an elective subject which prepares students for paid employment. The competencies emphasized are management and services in the areas of food production; child care and guidance; care of the aged; clothing, apparel and textiles; home furnishings and equipment; institutional, home management and supportive services. Home Economics Related Occupations programs prepare students for jobs in service occupations. This preparation is built upon a foundation of attitudes, knowledge and transfer skills acquired in the Consumer and Homemaking program.

CONSUMER AND HOMEMAKING HOME ECONOMICS

A group of instructional programs that prepare individuals at all educational levels for the occupation of homemaking, emphasizing the acquisition of knowledge and the development of understanding attitudes, standards, values, and skills relevant to individual and family life. Includes instruction in consumer education, food and nutrition, family living and parenthood education, child growth and development, housing and home management (including resource management), and clothing and textiles; that emphasize the improvement of the home, the quality of individual and family life, and enhance potential employability. These programs prepare individuals for the multiple roles of homemaker and wage earner.

20.0101 Comprehensive Consumer and Homemaking Home Economics. An instructional program that prepares individuals for the occupation of homemaker. Includes instruction in all home economics subject matter areas concerned with the economics, social and cultural conditions, needs of individuals and families, and emphasizes the basic principles and interrelationships among these areas.

20.0102 Child Development, Care, and Guidance. An instructional program that prepares individuals to understand children's physical, mental, emotional, and social growth and development, as well as their care and guidance. The program draws on aspects of the social and biological sciences of which home economics is a component. Observation and actual experiences with children and their parents are integral parts of the program.

20.0103 Clothing and Textiles. An instructional program that prepares individuals to understand the social, psychological, and physiological aspects of clothing and textiles; the nature, acquisition, and use of clothing and textile products; the selection, construction, maintenance, and alteration of clothing and textile products; and the effect of consumer choices on the individual and family as well as the clothing and textile industry.

20.0104 Consumer Education. An instructional program that prepares individuals to understand the values, needs, wants, goals, and resources that enable youth and adults to make rational decisions that contribute to family stability and quality of life. Includes instruction in budgeting and spending plans, use of credit, savings, investments, taxes, consumer buying, and consumer rights and responsibilities.

20.0107 Family Living and Parenthood. An instructional program that prepares individuals to understand the nature, function, and significance of human relationships, within the family/individual units. Includes instruction in the concepts and principles related to various family living conditions; the establishment and maintenance of relationships; and the preparation for marriage, parenthood, and family life. Instruction emphasizes the uniqueness of families and individuals, the development and socialization of the individuals, and meeting the needs and interests of individuals and family members.

20.0108 Food and Nutrition. An instructional program that prepares individuals to understand the principles of nutrition; the relationship of nutrition to health and well-being; the selection, preparation, and care of food; meal management to meet individual and family food needs and patterns of living; good economics and ecology; and optimal use of the food dollar.

20.0109 Home Management. An instructional program that prepares individuals to understand the establishment and maintenance of a satisfying home and family life, including decisionmaking regarding human and nonhuman resources. Includes instruction in the societal and economic influences on individual and family management; values, goals and standards; family economics; and the organization of activities in the home as a means of successfully combining the roles of homemaker and wage earner.

20.0110 Housing, Home Furnishing and Equipment. An instructional program that prepares individuals to understand the physical, psychological, and social influences pertaining to complex housing decisions required for creating a desirable living environment. Includes instruction in the human and environmental factors influencing the form and use of housing; the varied types of housing; costs; exterior and interior design; home furnishings and equipment; and the selection, use, and care of available resources for achieving improved living space to meet individual and family needs.

20.0199 Consumer and Homemaking Home Economics, Other. Any instructional program in consumer and homemaking home economics not described above.

20.0205 Teacher Aide. An instructional program that prepares individuals to assist a teacher in conducting and carrying out the objectives of a child care program(s) within the context of the school or particular setting. Includes instruction in program planning for child's development, playground activities, the health and safety of children, and administrative and managerial activities.

20.0299 Child Care and Guidance Management and Services, Other. Any instructional program in child care and guidance management and services not described above.

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ARIZONA VOCATIONAL HOME ECONOMICS

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Guide for Developing

Competency Based Curriculum for

Vocational Home Economics

Funded by:
Arizona Department of Education

Arizona State University
College of Education
Vocational Education
Consumer/Homemaking Inservice, 1983-84
Project Number 4.1 (a) (3)

Date: June 1984

ACKNOWLEDGEMENTS

The following individuals are recognized for their contributions to the development of these materials:

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*Special thanks to Scottsdale Unified District and Carol Erickson, Coordinator, Vocational/Technical Education, Scottsdale Unified School District, for providing the facility where the major portion of the writing was done.

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Foreword

The Guide for Developing Competency Based Curriculum for Vocational Home Economics was written as a tool to assist teachers in making vocational home economics curriculum decisions.

Competency based education is a complex concept which utilizes various resources. To insure the success of competency based education, the teacher must be knowledgeable of how the process works, what options are available, and what decisions need to be made to maximize the learning process for each student.

Phase II of the Guide for Developing Competency Based Curriculum for Vocational Home Economics was designed to accomplish a critical phase of competency based education - that of developing or adjusting current curriculum offerings based on identified competencies. Further interpretation of the state model, essential skills for the occupation of homemaking, relationships between the consumer homemaking and related occupations competencies, as well as discussion of model programs as applicable to both small and large school districts are detailed in this document.

It is essential that the teacher assume the initial responsibility for reading and analyzing this phase of the guide. However, inservice teacher education assistance is available to teachers to assist in processing this information into a responsive program for students.

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Preface

This document is the second phase of the Guide for Developing Competency Based Curriculum for Vocational Home Economics. Its purpose is to assist in the implementation of competency based curriculum for classroom use.

This guide is divided into two sections. The first section expands the Arizona State Model by reviewing what has been done, presenting the essential skills for the occupation of homemaking and related occupations, and defining a model program in home economics.

The second section provides the "how-to-do-it" components of the document. It explains a method of comparing a district's competency lists with those validated by the state and details the steps in formulating objectives. The reader is shown, step-by-step, the process of developing the learning strategies and criterion-referenced evaluation instruments which are an integral part of competency based education.

This guide, together with the first document, Guide for Developing Competency Based Curriculum for Vocational Home Econmics (January 1983), will enable the teacher to start with existing curricular materials in the district/school and work backward or forward to develop competency based curriculum. The novice may find it easier to start with Phase 1, the first document, and progress through Phase 2. A third phase, designed to assist in the managment of the competency based curriculum, is in the planning stage.

Glossary

Arizona Employability Skills Chart	-	illustrated clustering of related competencies identifying needed learnings and the relationship of academic preparation to vocational training
ADE	-	identifies Arizona Department of Education
CBVE	-	an approach to instruction in which the emphasis is on student achievement of competencies/skills needed for successful employment
CIP codes	-	"A Classification of Instructional Programs" published by the U.S. Department of Education
Competency	-	refers to the achievement of the knowledge, skills, and attitudes required by a worker to perform a given group of occupational tasks (ADE)
Competency Format	-	standard for writing competencies; contains three parts: (1) function or performance (verb); (2) object that the worker acts upon or what is used or produced; (3) qualifying remark and output which describes the function and object
Competency Statement	-	states the conditions under which a specified task is to be performed meeting a stated level of proficiency by a given means of assessment; translates competency into a usable form for classroom use
Comprehensive	-	includes parts of every element; all inclusive
Core Courses	-	courses designed to provide students entry into a vocational preparation program and/or to provide a basic foundation of skills for students who choose early exit from school
Criterion-Referenced Test	-	instrument which measures student achievement against a predetermined level of performance
Enabling (or Formative) Objectives	-	those which divide the tasks of learning to mastery into smaller, more manageable parts
Essential Living Skills	-	an organized listing, by content area reflecting the occupation of homemaking derived from validated competencies

Essential Work Skills	-	an organized listing, by content area, reflecting the related occupations derived from validated competencies
Exploratory Courses	-	courses designed to provide students with an overview of work characteristics, work requirements and employment opportunities
Function	-	refers to the major responsibilities/duties/requirements expected of a worker within an occupation, e.g., homemaker-nuturer of children
Learning Activities	-	list of activities that enable the learner to gain knowledge, practice the skills needed to master the particular learning, and gain feedback
Learning Package	-	a learning module containing detailed instruction for students to use which helps to guide them through gaining knowledge, practicing, and receiving feedback during the learning process
Preparatory Courses	-	courses designed to provide students for entry into occupations not requiring a baccalaureate degree
Statement of Purpose	-	a brief motivational statement which is intended to tell the student why the learning is important for job performance
Task	-	a piece of work to be done (ADE), is a duty or responsibility within an occupation; has a sense of unity in that tasks make up the occupation
Terminal (or Summative) Objectives	-	those which indicate what a learner should be able to do to demonstrate mastery of the competency
Validated Competency List	-	list of competencies and/or tasks which have been reviewed by experts in the field to confirm or refute the importance of each statement
Vocational Education	-	educational program that provides occupational knowledge, technical skills and the development of desired work attitudes to prepare individuals for entry into paid or unpaid employment in a specifc job or job clusters, or for additional preparation for a career requiring less than a baccalaureate or advanced degree

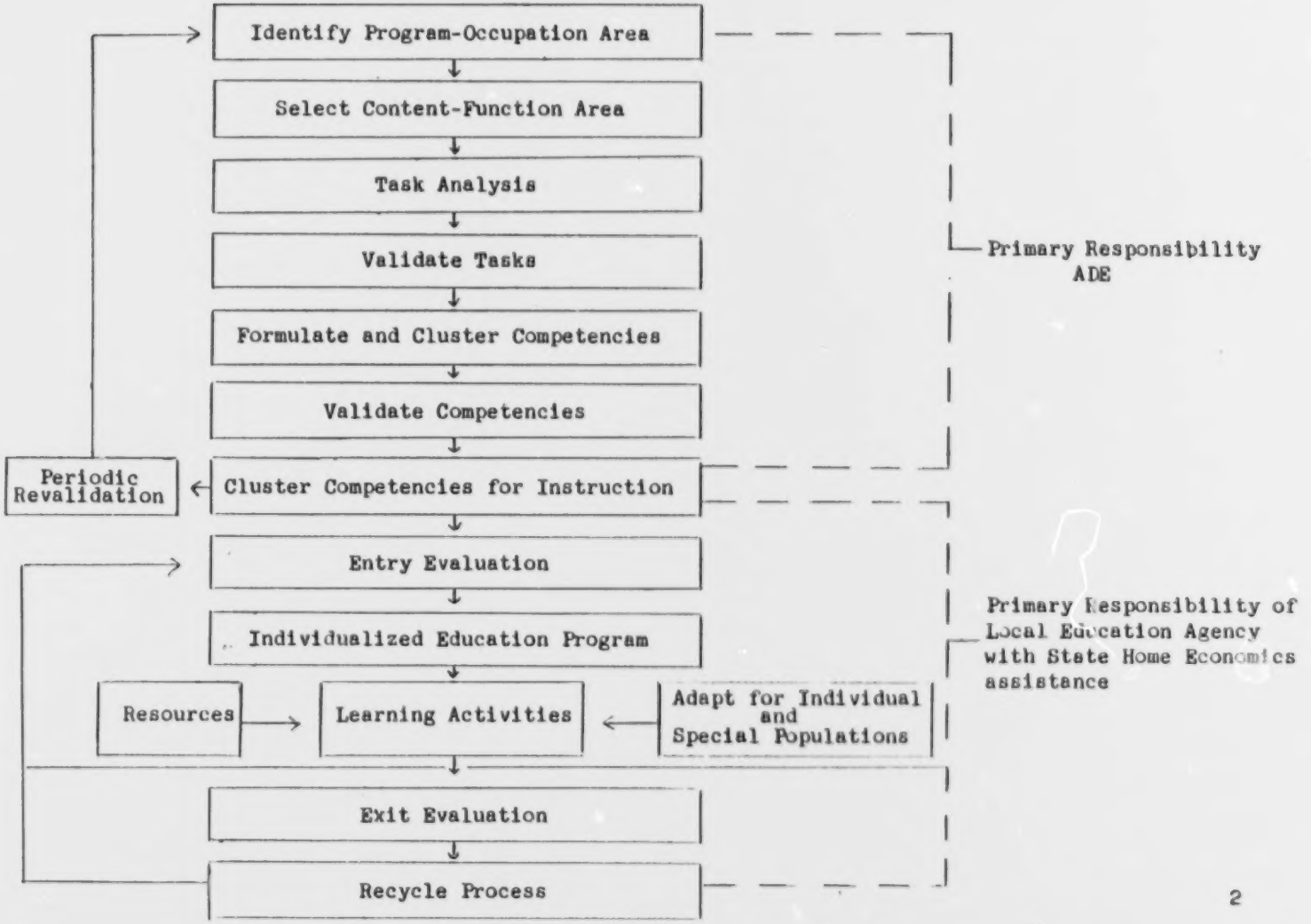
Section I

Introduction

Since the writing of the first document, those components of the Arizona Home Economics Competency Based Education Development Model (see Figure 1), which were the primary responsibility of the Arizona Department of Education, have been further developed, and the local education agencies have begun to address the components designated as their responsibility. This section of the document discusses what has been done thus far. It presents the Essential Living Skills for the Occupation of Homemaking and Essential Work Skills for related occupations, explains the use of the State Employability Charts, and conceptualizes the sequencing of a model program.

Figure 1: State Home Economics

Competency-Based Education Development Model



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Arizona Vocational Home Economics State Model

Vocational home economics educators in Arizona have been involved with CBVE since 1980. To date, great strides have been made toward the goal of full implementation of CBVE into all home economics programs. The completed steps to date for each segment of the ADE part of the model are listed below.

Model Phase	Steps Completed
Identify program occupation area	The following program/occupation areas have been identified: 1. C/H teachers are educating students for the unpaid occupation of homemaker 2. RO teachers are educating students for paid occupations identified from job demands and employment projection
Select content and function	The content and function areas for the C/H area have been charted in the Essential Living Skills Chart (see page 7). These areas are: -manage and organize -meet basic needs -ensure health and safety -maximize resources -interact with others -cope with change

Model Phase	Steps Completed
	The content and function areas for the RO area have been charted in the Essential Work Skills Chart (see page 8). These areas are: -evaluate career opportunities -obtain a job -transfer content principles -apply human relations -develop entry job skills -explore technology and trends -apply safety and sanitation factors -manage work tasks -control financial resources These charts visually illustrate the relationship among home economics content, functions and competencies. They can serve as a meaningful public relations tool for use with advisory committees, administrators, counselors and parents. Teaching of specific competencies is best accomplished from implementation of detailed competency lists obtained from ADE.
Task analysis	The following sources or methods of conducting an analysis of an occupation were employed: 1. existing lists of competencies and tasks from curriculum guides, textbooks, and research were examined 2. present courses were translated into competencies and tasks 3. input from business, industry, and homemakers was secured to identify competencies and tasks

Model Phase	Steps Completed
Validate tasks	ADE consultants examined data gathered from the task analysis step and decided the worth of competencies and tasks for development of Arizona competencies. These tasks were then clustered and validated by business, industry and home workers as identified by the following two steps.
Formulate and cluster competencies	Competency lists in C/H have been completed in the following areas: -Occupation of Homemaking (Essential Living Skills) -Foods, Nutrition -Individual Growth and Development -Clothing and Textiles -Housing and Home Furnishings -Child Development -Resource Management/Consumer Education Competency lists in RO have been completed in the following areas: -Food Production and Service Foods Manager Food Production Service and Dining -Clothing, Apparel, Textiles Wedding Specialty Consultant Fashion/Fabric Coordinator Commercial Garment and Apparel Construction Clothing Maintenance Aide -Child Care and Guidance Teacher aide, teacher and director

Model Phase	Steps Completed
Validate competencies	C/H competencies were validated by homemakers across the state. The basic question asked was, "Are these the competencies which ought to be taught to produce individuals who are competent homemakers?" ADE validated lists are now available in each of the 7 areas listed above. RO competencies were validated by workers, supervisors and managers. The essential question asked was, "Are these the competencies which workers need to have to be successful on the job?" ADE validated lists are now available in each of the areas listed above.

SEE INSERTS

pgs. 7 & 8

Program Articulation

Home economics in Arizona encompasses the content areas illustrated in figure 2.

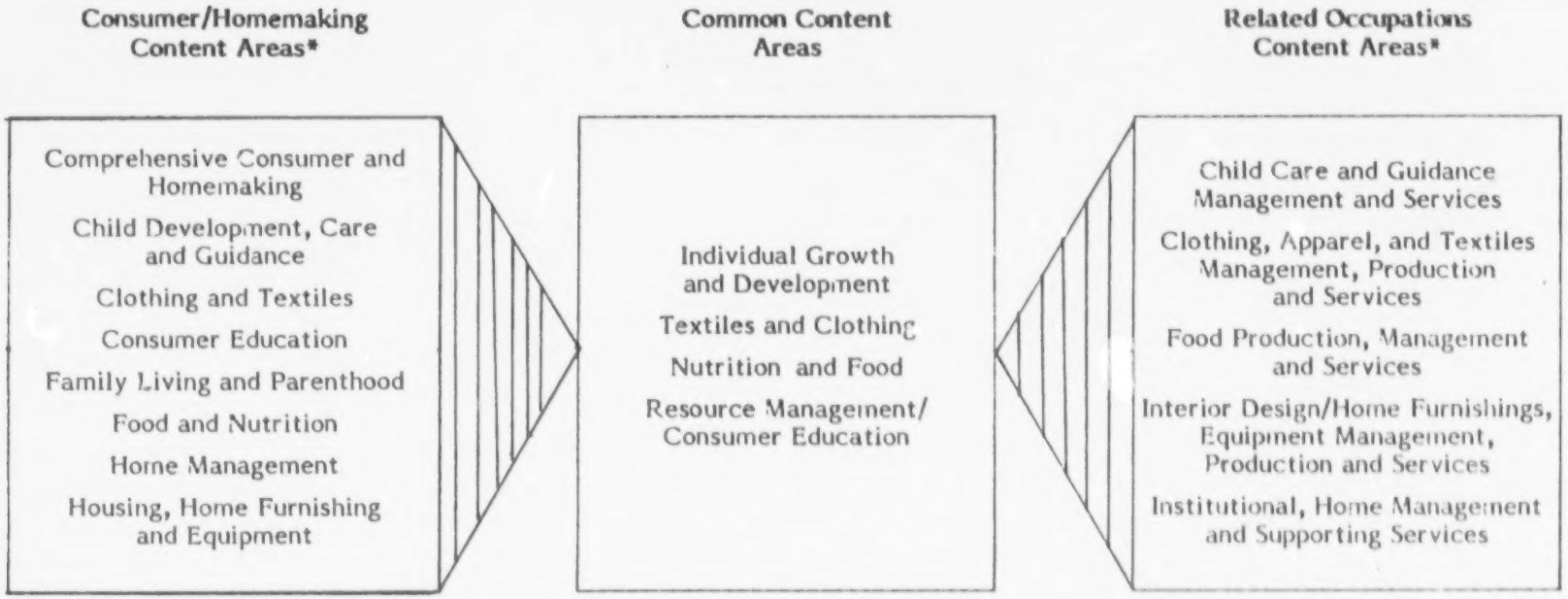
The C/H and RO segments of home economics in Arizona draws from the common content, yet the application of this content can be quite different. C/H programs prepare male and female students for the unpaid occupation of homemaker and RO prepares male and female students for the paid related occupations.

An example of common content for C/H and RO in the area of food is the protein cookery principle, "too high a temperature or extended cooking time toughens protein foods". This is common content to both areas of home economics because both C/H and RO need this or like knowledge to prepare satisfacotry products. The C/H student might use this knowledge and skill for a family meal, and the RO students might use this knowledge and skill for restaurant food production. Figure (Fig. 3) illustrates the common concept for home economics programs.

The home economics teacher in a given school setting can provide the best program for students by taking a look at the total home economics program, both C/H and RO. Articulation through identification of common content for C/H and RO programs does provide valuable opportunities for students to make full use of their knowledge, skills, and attitudes.

Figure 2

VOCATIONAL HOME ECONOMICS CONTENT AREAS


Consumer/Homemaking Content Areas*
Comprehensive Consumer and Homemaking
Child Development, Care and Guidance
Clothing and Textiles
Consumer Education
Family Living and Parenthood
Food and Nutrition
Home Management
Housing, Home Furnishing and Equipment
Common Content Areas
Individual Growth and Development
Textiles and Clothing
Nutrition and Food
Resource Management/ Consumer Education
Related Occupations Content Areas*
Child Care and Guidance Management and Services
Clothing, Apparel, and Textiles Management, Production and Services
Food Production, Management and Services
Interior Design/Home Furnishings, Equipment Management, Production and Services
Institutional, Home Management and Supporting Services

*Content areas adapted from: A Classification of Instruction Programs, National Center for Education Statistics, 1982, p. 26.

Developed in Conjunction with the State Home Economics Teacher Education Advisory Council

VOCATIONAL HOME ECONOMICS

Relationship of Occupational Areas

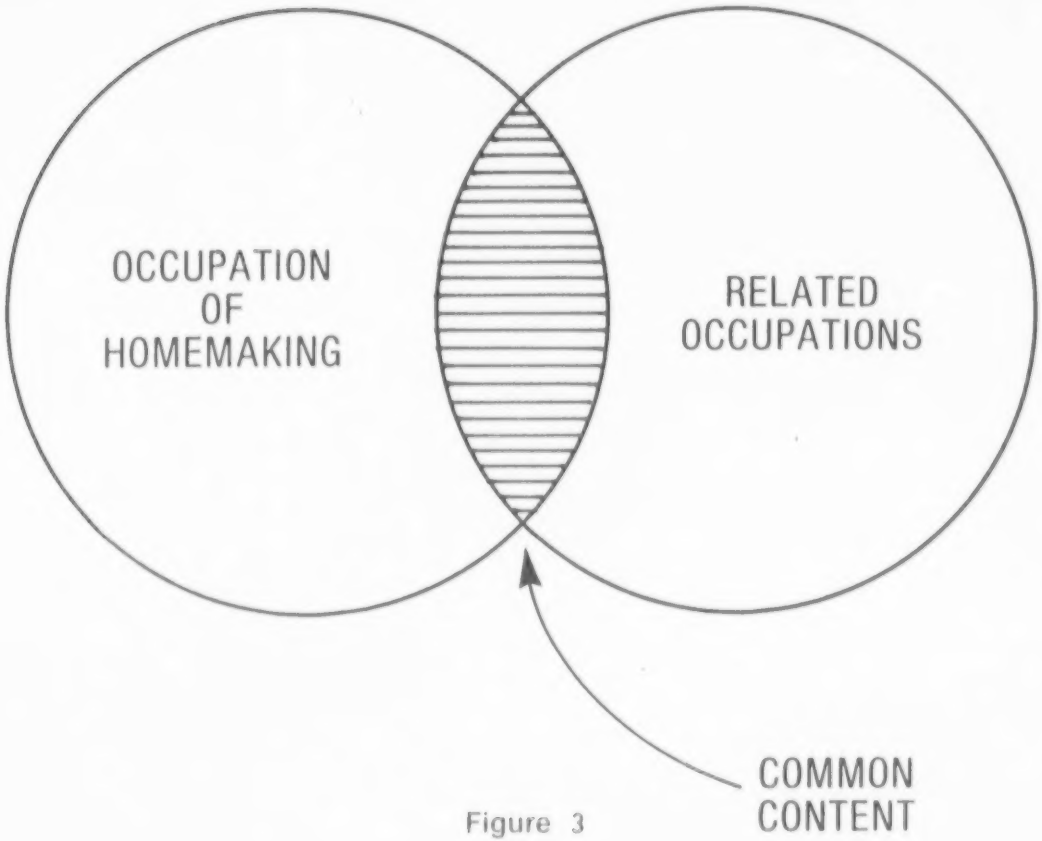


Figure 3

Arizona Basic Skills

The teaching of basic skill areas in reading, speaking, writing, computation and citizenship are cornerstones to quality education for all students. Home economics students apply and strengthen these essential basic skills through the many and varied home economics curriculum areas. The following matrices graphically depict how home economics competencies can relate to the Arizona Basic Skills Charts. These illustrations visually depict the relationship between basic skills and home economics skills/competencies. The X's were places based on an individual judgement. A blank chart is included for use at the local level to communicate this concept to others.

SAMPLE

BASIC SKILLS IN VOCATIONAL HOME ECONOMICS

ESSENTIAL LIVING SKILLS* CHILD DEVELOPMENT	ARIZONA BASIC SKILLS																																					
	COMMUNICATION/ LISTENING-READING SKILLS									COMMUNICATION/ SPEAKING AND WRITING SKILLS										COMPUTATION						CITIZENSHIP													
	1. Reading Comprehension 110, 111, 112	2. Finding Main Idea 113	3. Locate and Organize Information 114, 121, 123, 130, 124	4. Vocabulary 115, 116	5. Fact/Opinion 120, 128, 133	6. Study Skills 118, 119, 125, 131, 122	7. Reading Application 117, 129	8. Cause and Effect Relationships 126, 127	9. Signs and Symbols 132	1. Writing Samples 105, 106, 112, 118, 121, 103	2. Oral Expression 105, 106, 102, 112, 117, 120, 126, 103	3. Listening Skills 123	4. Form Completion 115	5. Vocational Application 115, 116, 119	6. Grammar/Usage 113, 114, 122, 127	7. Non-Verbal Communication 124, 125	8. Spelling 128, 108	9. Punctuation 107, 109	10. Study Skills 110, 111, 104	1. Addition, Subtraction, Multiplication, and Division of Whole Numbers, Fractions, and Decimals 104, 125	2. Measurements 126, 128	3. Computer Literacy 120, 124	4. Consumer and Personal Math 106, 108, 109, 111, 112, 113, 114, 115, 116, 117, 118, 119, 122, 123	5. Study Skills 105, 110, 127	6. Line, Wages, and Distance Problems 107, 129, 126	1. State and Federal Governance Systems 113, 114, 115, 127, 139, 142, 145	2. Problem Solving Process 116, 122, 138	3. Sets Personal Goals 121, 122, 138	4. Group Interaction Process 111, 112, 135	5. Social and Cultural Awareness 120	6. Personal and Legal Rights and Responsibilities 109, 110, 124, 126, 128, 129, 132, 134, 135, 141, 146	7. Management of Personal and Material Resources 133	8. Participates in Community Activities 117, 130	9. Builds Positive Self-Concept 131, 133, 140, 147	10. Study Skills 137, 143, 144
Apply decision and goal setting skills related to child development.	X		X	X		X	X	X	X	X	X	X			X	X	X	X				X	X	X	X			X	X	X	X			X	X	X	X
Apply physical, social, intellectual, emotional principles to promote development of a child.	X		X	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X		X	X	X	X
Practice health/safety standards for children.					X			X	X		X	X	X	X					X	X	X	X	X	X			X	X	X			X	X	X			X	X
Provide experiences which encourage children to maximize resources.	X	X	X	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X		X	X	X	X	X		X	X		X		X	X		X	X	X
Encourage human relation skills in children to promote social and emotional development.	X	X	X	X		X		X	X	X	X	X		X	X	X	X	X	X	X			X	X	X	X			X	X	X	X	X	X		X	X	X
Evaluate family and career changes as to the impact on children.	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X		X	X	X	X	X			X	X			X		X			X

* Occupation of Homemaking Competencies

BASIC SKILLS IN VOCATIONAL HOME ECONOMICS

ARIZONA BASIC SKILLS

ESSENTIAL WORK SKILLS* CHILD CARE AND GUIDANCE, AND MANAGEMENT SERVICES	COMMUNICATION/ LISTENING-READING SKILLS									COMMUNICATION/ SPEAKING AND WRITING SKILLS										COMPUTATION						CITIZENSHIP									
	1. Reading Comprehension	2. Finding Main Idea	3. Locate to Organize Information	4. Vocabulary	5. Fact/Opinion	6. Study Skills	7. Reading Application	8. Cause and Effect Relationships	9. Signs and Symbols	1. Writing Samples	2. Oral Expression	3. Listening Skills	4. Form Completion	5. Vocational Application	6. Grammar/Usage	7. Non-Verbal Communication	8. Spelling	9. Punctuation	10. Study Skills	1. Addition, Subtraction, Multiplication, and Division of Whole Numbers, Fractions, and Decimals	2. Measurements	3. Computer Literacy	4. Consumer and Personal Math	5. Study Skills	6. Line, Wage, and distance Problems	1. State and federal Governance Systems	2. Problem Solving Process	3. Sets Personal Goals	4. Group Interaction Process	5. Social and Cultural Awareness	6. Personal and Legal Rights and Responsibilities	7. Management of Personal and Material Resources	8. Participates in Community Activities	9. Builds Positive Self-Concept	10. Study Skills
Identify goals, use decision making skills to evaluate career opportunities in child care and guidance.	X	X	X	X	X	X	X	X	X	X	X	X		X	X		X	X	X				X	X	X		X	X	X		X	X	X
Develop job procurement skills required to obtain employment in child care and guidance area.	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X
Apply physical, social, intellectual, emotional principles in caring for young children.	X		X	X	X	X	X	X		X	X	X			X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
Exhibit maturity and display ability to communicate effectively with children, parents, co-workers and employers.	X	X		X				X		X	X	X	X	X	X	X	X	X	X				X	X		X	X	X	X	X	X	X	X	X
Supervise creative physical and cognitive activities which encourage development of the young child to his/her fullest potential.	X						X	X			X	X		X	X	X	X	X	X	X	X		X	X		X	X	X	X	X		X	X	
Participate in overall planning/ evaluation of educational program for the young child.	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	X		X	X	X	X	X	X	X	X	X	X
Create a safe, healthy environment for young child.	X							X	X					X							X		X	X		X	X	X	X	X	X	X	X	X	X
Utilize time management skills in planning, directing activities for young children.	X		X			X		X						X								X	X	X			X	X	X	X	X		X	X	X
Identify financial functions necessary for operating the child care business.	X		X			X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X		X		X	X	X

*RELATED OCCUPATIONS

SAMPLE

BASIC SKILLS IN VOCATIONAL HOME ECONOMICS

ARIZONA BASIC SKILLS

ESSENTIAL LIVING SKILLS CHILD DEVELOPMENT	COMMUNICATION/ LISTENING-READING SKILLS									COMMUNICATION/ SPEAKING AND WRITING SKILLS										COMPUTATION						CITIZENSHIP									
	1. Reading Comprehension 110, 111, 112	2. Finding Main Idea 113	3. Locate and Organize Information 114, 121, 123, 130, 134	4. Vocabulary 115, 116	5. Fact/Opinion 120, 128, 133	6. Study Skills 118, 119, 125, 131, 132	7. Reading Application 117, 129	8. Cause and Effect Relationships 126, 127	9. Signs and Symbols 132	1. Writing Samples 105, 106, 112, 118, 121, 103	2. Oral Expression 105, 106, 102, 112, 117, 120, 126, 103	3. Listening Skills 123	4. Form Completion 115	5. Vocational Application 115, 116, 119	6. Grammar/Usage 113, 114, 122, 127	7. Non-Verbal Communication 124, 125	8. Spelling 128, 108	9. Punctuation 107, 109	10. Study Skills 110, 111, 104	1. Addition, Subtraction, Multiplication, and Division of Whole Numbers, Fractions, and Decimals 104, 125	2. Measurements 126, 128	3. Computer Literacy 120, 124	4. Consumer and Personal Math 106, 108, 109, 111, 112, 113, 114, 115, 116, 117, 118, 119, 122, 123	5. Study Skills 105, 110, 127	6. Line, Wage, and Distance Problems 107, 121, 129	1. State and Federal Governance Systems 113, 114, 115, 127, 139, 142, 145	2. Problem Solving Process 116, 122, 138	3. Sets Personal Goals 121, 122, 138	4. Group Interaction Process 111, 112, 125	5. Social and Cultural Awareness 140	6. Personal and Legal Rights and Responsibilities 109, 110, 124, 126, 128, 136, 137, 134, 135, 141, 146	7. Management of Personal and Material Resources 123	8. Participates in Community Activities 117, 130	9. Builds Positive Self-Concept 131, 133, 140, 147	10. Study Skills 135, 143, 144

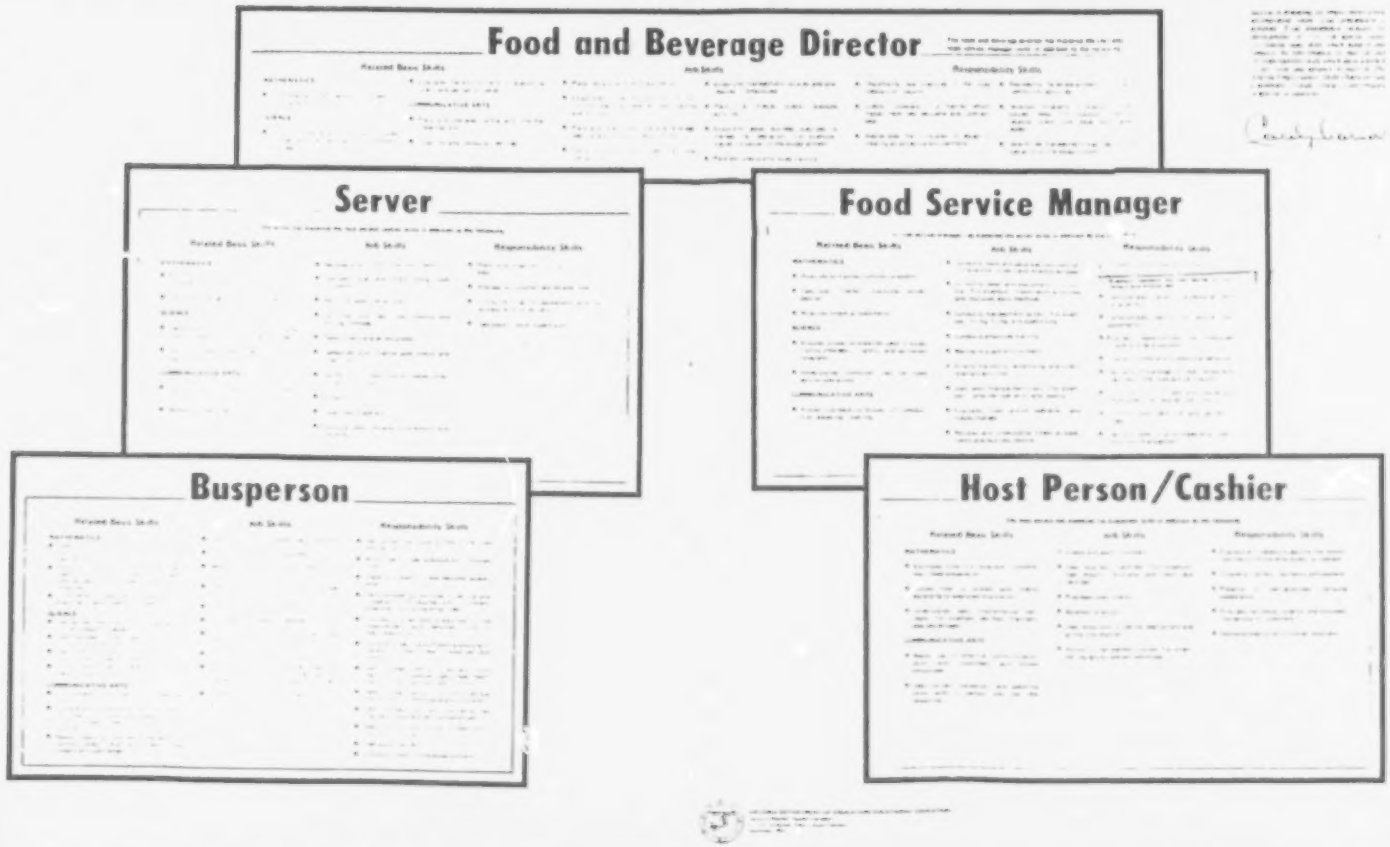
Arizona Employability Skills

The Arizona Employability Skills depict in chart format a summary of major performances in specific occupations. These charts link academic preparation to vocational training to guide career planning for students. The skills listed in the charts are organized to exhibit possible career advancement for students within an occupational cluster. These charts can serve as a meaningful public relations tool for use with advisory committee, administrators, counselors and parents. Teaching of specific competencies is best accomplished from implementation of detailed competency lists, obtain from ADE. To date, food service and food production employability skills charts have been completed in home economics. In these charts (see figure 4), they are listed by job title, clustered job skills, or competencies. Selected basic skills in addition to responsibility skills are also stated. The following example is an excerpt from host person/cashier, Food Service, Employability Skills Chart.

Related Basic Skills	Job Skills	Responsibility Skills
MATHEMATICS		
Understands basic mathematical concepts. For example: decimals, fractions, and percentages	Balances receipts	Demonstrates skills in human relations

Arizona Employability Skills

FOOD SERVICE



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Model Program

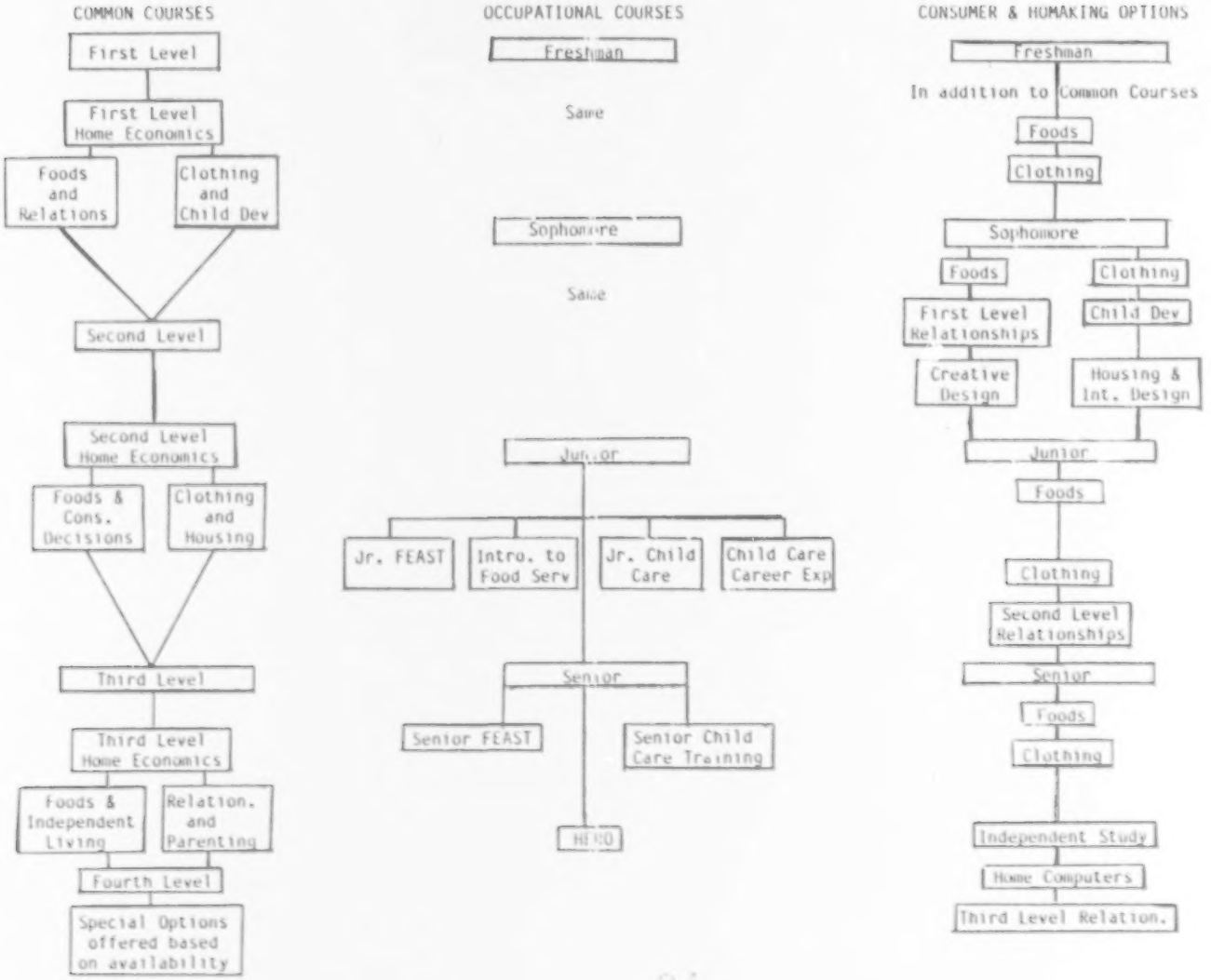
The ideal curricula in a model program is a composite program of study where each of the five subject areas in home economics is given equal emphasis. Further, content within the subject areas should reflect current and future societal concerns, be accessible to all students and depict content free of stereotype or sex bias. Integration of youth organizations is also considered an essential component of a model program.

In a model program, competencies are sequenced to achieve exploratory (beginning) level, core (intermediate) level, and preparatory (advanced) level. Exploratory courses are those which address a subject or concept for the first time. Depending on the content, exploratory courses may be at the junior high/middle school or senior high level. Core courses are classes which make up the "essential" or "backbone" of the curricula and address concepts in depth. Preparatory courses are designed to either train students for a particular occupation or expand skills and knowledge in a particular area to a degree greater than in core courses. The preparatory courses are found at the secondary and post-secondary levels. The following illustration represents an example of concept sequencing for each level:

Exploratory	Core	Preparatory
Identify major developmental characteristics of children at various ages.		
	Plan activities which foster children's development at various ages.	
		Create an environment which enhances children's development at various ages.

FIGURE 4

Tucson District No. 1
Sequential Development of Home Economics Courses



Home economics courses must flow together to create programs of study. Courses should address either the occupation of homemaker, the related occupations or both. They should not be an entity in themselves, non-related to either occupational area. The following illustrates a possible flow of C/H and RO courses.

Comprehensive Home Economics (C/H class)

Child Development (C/H class)

Occupational Child Care/ HERO (RO class)

Advanced Child Development (C/H class)

Generally, programs should progress from simple concepts to complex ones. In this way, prerequisites can be established for advanced learning. A major consideration in sequencing learning is to create a plan to enhance the total teaching/learning process, not just to present information. Many times content is "covered" in classes, yet the critical question, "Have the students become competent?" is not asked.

The following chart, Sequential Development of Home Economics Courses, is one example of how to create a comprehensive vocational home economics program for a large district which includes schools with only one-teacher departments as well as large schools with consumer and homemaking and related occupations components (Figure 5).

Section II

Introduction

The first document, Guide for Developing Competency Based Curriculum for Vocational Home Economics (January 1983), provided guidance for the completion of the course outline, the writing of the philosophy/mission statement, the establishment of generalizations, the verification of competency statements and the development of objectives.

This section begins with a checklist to plot your progress and addresses a method of comparing a district's competency lists with those validated by the state. It expands the development of objectives found in the first document, and leads the reader through the development of criterion-referenced evaluation instruments and individualized learning packages.

The format used is like that used in the Phase 1 document. Each step in the development of the competency-based curriculum has the purpose, activity and product identified in order to provide the reader with the why, how and what of the steps being discussed. This is followed by an illustration of the results, space for the reader to apply the steps to local situations, and a discussion of what has been accomplished. Where applicable, criteria are provided for measuring the materials developed.

Competency Based Curriculum Checklist

Where are you?

The following checklist provides you with a means of plotting your progress. Take a few moments to check off (✓) those things you have completed. If you need help in developing your curriculum, references are given in the last column (Figure 5).

Figure 5
CHECKLIST

	Item	Have (✓)	References
1.	Develop flow chart - courses sequenced with entry and exit points	( )	Phase I, pages 7-14
2.	Formulate philosophy/mission statement - the purpose and meaning of vocational home economics	( )	Phase I, pages 15-24
3.	Examine copies of state competencies - listings by occupation/jobs/content	( )	ADE
4.	Compare local competencies to state validated competencies and tasks verify or validate competencies	( )	Phase II, pages 23-28 and ADE
5.	Obtain local guidelines that impact on curriculum development	( )	Consult local district
6.	Sequence competencies - group competencies into courses compare with original flowchart, consider changes from what is to what should be	( )	Phase II, pages 5, 18-20
7.	Examine Essential Living/Work Skills Matrices - note relationship of competencies to basic skills	( )	Phase II, pages 7-8
8.	Utilize content outline - detailing concepts from competencies and tasks	( )	Phase I, pages 38-49
9.	Formulate generalizations	( )	Phase I, pages 34-37
10.	Write objectives - break the competency into smaller behavioral components	( ) ( )	Phase I, pages 47-49 Phase II, pages 31-34
11.	Develop student assessment - determine and document student level of competence	( )	Phase II, pages 35-43
12.	Initiate implementation and classroom management for Competency Based Curriculum; utilize human and material resources	( )	To be developed

Local District Documentation of Competencies

District documentation of competencies allows the local school/district to show the scope of existing home economics programs for their specific setting. ADE has produced validated lists for both C/H and RO occupations. If the local district educators have defined their program in line with ADE lists, then a simple verification process will be needed.

As local education authorities respond to the state mandate for competency based education, one of the main concerns is the documentation of competencies currently being addressed in the local district. An effective method used by some districts is the development of a matrix.

To develop a matrix for this purpose, a listing of the state validated competencies are arranged in a column to the left, and the districts' program levels or course offerings are written across the top. The districts' competencies are then marked in the appropriate boxes.

Compare local program with state validate competencies. Are you ready?

Materials needed - district/school flow chart (see page 7, phase I document), content outlines for each course offering, ADE validated lists for all occupations addressed at the local level.

Step	Purpose	Activity	Product
1	Identify the competencies taught in the local district	Compare state and local competencies, and identify those taught at the local level	Documentation of competencies taught

Illustration of Results

BABOQUIVARI JUNIOR/SENIOR HIGH SCHOOL
Teacher: Robin Coon

THE OCCUPATION OF HOMEMAKING

Arizona Validated Competencies	Jr. High Comp.	Foods I	Foods II	Foods III	Clothing I	Clothing II	Clothing III	Home Furnishings	Human Relations	Parenting
Nutrition, Food and Health										
1. Plan for adequate nutrition for all family members.	X	X	X	X						
2. Obtain adequate food using the most appropriate balance of resources.		X	X	X						
3. Prepare and store foods to preserve nutrients, insure wholesomeness, encourage adequate nutrition, and conserve resources.	X	X	X	X						
4. Provide for proper treatment of health problems.										X
5. Provide for preventative health needs and practices.	X	X	X	X					X	X
6. Provide for safety of family members.	X	X	X	X				X		X
Textiles and Clothing										
1. Determine clothing to be acquired.	X				X	X	X			X
2. Make clothing and textile selections which achieve the benefit for the expenditure.	X				X	X	X			X
3. Care for clothing and textiles appropriately.	X				X	X	X			
4. Repair and alter clothing and household textiles/ construct as appropriate.	X				X	X	X			

Example (Do your own thing.)

Discussion - Completing this step provides an overview of the relationship between state validated competencies, local district course offerings and content emphasis. This step is helpful to the extent that possible curricula gaps can be easily identified. It further gives a clear view of types and quantities of competencies addressed by course at the local level.

The completed matrix provides an easy means of identifying state validated competencies which are addressed at the local level. It further provides data at a glance to help identify possible program gaps or places in the program where few state competencies are addressed.

The actual format for competency documentation may vary to meet local needs. For example, figure 6 illustrates that Scottsdale School District home economics programs have included a content outline as a helpful means of organizing and presenting their data. There are other ways of documenting competencies, such as listing state validated competencies along with tasks and then identifying specific local courses in which the competency will be addressed in a listing format.

Scottsdale Unified School District
Vocational Home Economics
Competency Matrix

SCOTTSDALE OUTLINE	ARIZONA STATE COMPETENCIES FOR CLOTHING & TEXTILES	LEVEL I (MIDDLE SCHOOL)	LEVEL II (CLOTHING I)	LEVEL III (CLOTHING II)
1.0 Clothing Selection	1. Plan Wardrobe to Meet Personal Clothing Needs	N/A	1.1 Analyze a wardrobe following fashion trends and principles of color and line, with 80% accuracy.	1.1 Identify appropriate clothing selections using current fashion trends and the message communicated by that wearing apparel, in writing with 80% accuracy on the Image Projection Sheet.
2.0 Fabric Properties and Characteristics	2. Demonstrate Awareness of Textile Properties Needed in the Selection and Care of Fabrics	N/A	2.1 Identify five (5) fabric swatches and their fiber content as to woven or non-woven, synthetic or natural, and method of care, in writing with 75% accuracy according to the key.	2.1 Match terms used in garment labeling and fabric finishes on them in writing with 100% accuracy.
3.0 Pattern Selection		N/A	3.1 Record body measurements, analyze figure type, and select pattern and fabric, with 100% accuracy.	N/A
			3.2 Identify information given on pattern envelope, guide sheet, and pattern pieces, with 100% accuracy.	
4.0 Pattern Alterations	9. Perform Alterations Needed for a Proper Fitting, Ready-Made Garment	N/A	4.1 Demonstrate skill in pattern alterations by completing the test with 80% accuracy.	N/A

Criteria for Local District Documentation of Competencies:

Item	Response		
	Yes	No	Comment
1. Lists all applicable ADE competencies			
2. Lists all local school courses by full title			
3. Shows relationship between ADE competencies and local courses			
4. Other			

Comments:

Curriculum Components

If CBVE curriculum is to be soundly designed, the parts or components which make it up must stand in logical relation to one another. Below is an example of key curriculum components and an explanation of each.

Competency - refers to the achievement of the knowledge, skills, and attitudes required by the worker in an occupation

Task - is the piece of the work to be done by a worker

Content Outline - states the ideas which will be addressed in the classroom to help the student develop the intended competency (Major blocks of instruction)

Objective - identifies what the teacher expects from the student based on the competency and task; levels of objectives are drawn from the taxonomies of educational objectives for cognitive, affective and psychomotor domains

Generalization - a statement of supported facts and has application in a number of situations; likely to show relationships among ideas of concepts; may make comparisons; expands content framework for what the student will learn

Evaluative Experience - gives means for evaluating attainment of the objective

An example of the relationship among curriculum parts is given in the following chart (Figure 7):

Figure 7

Example of Curriculum Components

COURSE: FOODS I

COMPETENCY: Plan for adequate nutrition for all family members

OCCUPATION: HOMEMAKER

TASK: Identify nutritional needs of persons in different stages of the family life cycle

CONTENT OUTLINE	OBJECTIVE	GENERALIZATION	EVALUATIVE EXPERIENCE
1.0 Factors involved in provision of adequate nutrition 1.1 Stages in the life cycle 1.2 Nutrients needed for health and growth 1.3 Individual nutrition needs 1.3.1 age 1.3.2 sex 1.3.3 size 1.3.4 activity	Given four pictures of family members, student will be able to compare the individual's needs for nutrients throughout the life cycle as evidenced by answering discussion questions with 70% accuracy.	Nutritional needs throughout the life cycle for all individuals are influenced by age, sex, size, activity, specific conditions of growth and state of health. Nutritional needs vary throughout the life cycle as the progress of growth and development changes.	View pictures of baby, teenager, aged person and invalid person. Answer discussion questions: -How do the nutrient needs of each of these people vary? -Which is growing rapidly? -Who burns up the most energy? -Who would need less calories? -What are special needs each might have?

Objectives

Objectives are specific behaviors needed to achieve the competency statement. They may be of two types: terminal (or summative) objectives and enabling (formative) objectives. The terminal objectives are those which indicate what the learner should be able to do to demonstrate mastery of the competency. Examples of terminal objectives are:

> In the kitchen/Laboratory the student will be able to chop four pounds of mushrooms into thin, uniform pieces within four minutes.
>
> Given the ages of three children under the age of four, the student will be able to plan developmentally appropriate play activities for each child as determined by the teacher checklist for play activities.

The second type of objective which is enabling (formative) is one which divides the tasks leading to mastery into smaller, more manageable parts; these are used in the development of learning strategies and consist only of an action verb and the object acted upon. Examples of enabling objectives are:

> Organize banquet style dinner service for 40 guests.
> Identify ten techniques for expanding storage space in a small apartment.

If local school competency statements have been written in behavioral form, as explained in the Phase I document, only enabling objectives will be added at this point. However, if competencies have not been written in that form, terminal objectives will be needed to further expand the meaning of the competency. Terminal objectives include each of the following components:

1. Conditions under which performed-
   includes tools, supplies, situations, and restrictions, and should approximate reality as nearly as possible. For example, at the end of the unit, after three practice tries, in laboratory setting, etc.

2. Observable performance required-
   subject (usually understood to be the learner and therefore usually not written), verb and object. For example, operate meat slicer, summarize steps in constructing a HERO sandwich, etc.

3. Level of performance-
   high enough to assure entry-level skill or provide the basis for subsequent learning. For example, 80% accuracy, 9 out of 10 correct, with no assistance, etc.

4. Means of assessment-
   the tool or criteria by which mastery is measured. For example, checklists, rating scales, paper and pencil tests, etc.

How are your competencies written? If your competency statements include the conditions, behavior, means of assessment and level of performance, then you will need to write enabling objectives. If your competency statements do not include these components, then you will need to write terminal objectives.

Objectives move competencies and tasks into the educational setting. Let's go.

Materials needed - Listing of all competency statements

Step	Purpose	Activity	Product
2	Establish enabling or terminal objectives for each competency statement	Develop enabling or terminal objectives for each competency statement	Enabling or terminal objectives which complement the competency statement

Illustration of Results -

Example 1

Competency Statement	Enabling Objectives
Given five fabric swatches, identify fiber content, method of fabrication and care procedure with 75% accuracy according to the checklist	1. Identify fiber content of fabrics. 2. Recognize methods of fabrication. 3. Describe care procedures for selected fabrics.

Example 2

Competency	Terminal Objective
Identify fiber content, method of fabrication and care procedures for fabrics.	1. Given five fabric swatches, identify fiber content with 75% accuracy according to key.

Discussion - Complete competency statement such as example 1 from above, or the terminal objective from example 2 will provide direction for the development of the evaluative or assessment instruments.

Example (Do your own thing.)

Criteria for Objectives

Item	Response		
	Yes	No	Comment
1. Necessary for achievement of the competency			
2. Realistic in that they are possible for learners to achieve			
3. Representative of worthwhile, logical learning			
4. Clear and specific			
5. Show the cognitive, affective, or psychomotor level of achievement			
6. Terminal objectives contain four parts (condition, behavior, performance level and means of assessment)			

Comments:

Evaluation Instruments

The next step in CBVE curriculum construction is the development of evaluative experience. Evaluation involves the student in experiences with materials in which both student and teacher can judge performance in selected cognitive, affective, and psychomotor levels as defined in the competency statement.

The creation and implementation of evaluative experiences is a critical aspect of CBVE. This step is vital because it provides the documentation for the achievement of the competency. It also provides the student with

- -a basis for judging how they stand with respect to identified learnings
- -impetus for beginning or continuing to learn
- -a chance to discover and correct misconceptions

Evaluative experiences facilitate learnings for the teacher. These learnings include

- -knowing a student's present understanding, attitudes, and skill with respect to given competencies
- -making judgments of student's learning accomplishments
- -making judgments of the effectiveness of teaching and learning

Three kinds of student performance are assessed: knowledge (cognitive), skills (psychomotor), and attitudes (affective). Various levels of student learning occur within the cognitive domain. These are knowledge, comprehension, application, analysis, synthesis, and evaluation. Types of evaluative instruments to assess cognitive learnings include

- -essay
- -true-false
- -matching
- -multiple choice

Another important area of student assessment is in the psychomotor domain. Various levels of learning are observing, imitating, practicing, adapting, and originating. Typical types of evaluation instruments to assess psychomotor learnings are rating scales and checklists. The final level of student assessment is affective. These include receiving, responding, valuing, organizing, and characterizing. Types of evaluation instruments to assess affective learning include

-essay
-interview
-rating scale
-checklist
-case study
-oral exam
-semantic differential scale

In the development of evaluation instruments, congruency is needed between the level of student objective and the level of expected student outcome. For example, if the objective is stated at the knowledge level, in the cognitive domain, then the means of assessing the objective must also be stated at that level so there is agreement between what is expected from the student and the type of evaluation to be used to assess the learning. Examine the following objective and evaluative experience. Are these congruent?

Objective -

Identifies the difference between quick and yeast breads

Evaluative Experience -

True/False
State T for True and F for False

___ 1. Two major types of breads are popovers and yeast breads.
___ 2. To "leaven" means to rise and give structure to a baked product.
___ 3. One type of bread we prepared in class used baking powder as a leavening agent.
___ 4. Two leavening agents used for baking are sugar and salt and another is flour and yeast.
___ 5. Quick breads can be prepared faster than yeast breads.

Yes, the objective is written at the knowledge level and the evaluative experience assesses at the knowledge level.

A second type of congruency must occur between domains and evaluative experiences. Examine the following objective and evaluative experience. Are these congruent?

Objective -	Evaluative Experience -
Given a recipe for Beef Wellington, prepare Beef Wellington to meet the standards of the recipe as indicated by scoring "3" or better on the performance rating sheet.	Complete objective; paper and pencil test at the end of the unit.

No, these are not congruent. The objective calls for the student to perform a psychomotor ability of "preparing" the product. The use of a paper and pencil "test" will assess the student's cognitive learnings but will not adequately assess psychomotor skills.

Criterion-referenced tests which measure student achievement against a predetermined level of performance (the criterion) are preferred for competency based instruction. With this type of test, evaluation is based on student mastery rather than other students' performance or one's placement in the group, as in the more traditional norm-referenced test. Items known to all and needed for mastery are included in CBVE evaluation.

Cognitive test assess one domain of learning. Try this one.

Materials needed. Competency statements, objectives, course outline.

Step	Purpose	Activity	Product
3	Develop a cognitive test to measure mastery of a cognitive objective	Write a cognitive test consistent with a cognitive objective	Criterion-referenced test for cognitive learnings

Example of results. (Objective - compare and contrast characteristics of three different families' cultures.)

Directions: The following essay question is worth 10 points.
1. Compare and contrast characteristics of traditional Mexican, Navajo, and Chinese families. Discuss attitudes of each about marriage, children, and authority in the family.

Example (Do your thing)

Discussion. The competency statement and objective must fit the type of learning sampled. A fit must also occur in the level of learning and the expected outcome. For example, knowledge objectives must have knowledge evaluative experiences and application objectives, application evaluative experiences. Further, if the behavior to be sampled is psychomotor, then the evaluative experience must be performance based.

Criteria for Cognitive Evaluative Experience :

Item	Response		
	Yes	No	Comment
1. Samples cognitive learning			
2. Assesses level of expected outcome			
3. Fits with competencies and objectives			
4. Measures observable behavior			
5. Is realistic for student to complete			

Psychomatic test assess a second domain of learning. Try this one too.

Step	Purpose	Activity	Product
4	Develop a psychomotor test to measure mastery of a psychomotor objective	Write a psychomotor test consistent with a psychomotor objective	Criterion-referenced test for psychomotor learnings

Example of Results

(Objective - prepare a fruit salad.)

Performance test

Posttest:

Directions: Prepare a fruit salad recipe. Then complete this rating sheet.

Fruit Salad Performance Rating Sheet

After completing the fruit salad preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent.....poor

1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
8. contributes to a team effort		
Product Performance		
1. simple yet colorful		
2. fresh		
3. artistically arranged		
7. overall eye appeal		
Average rating		

Example (Do your own thing)

Discussion - Checklist and rating scales are the two major methods of evaluating psychomotor skills. The rating scale is preferred because a quantitative quality of performance is applied to the learning.

Criteria for Psychomotor Evaluative Experiences:

Item	Response		
	Yes	No	Comment
1. Samples psychomotor learning			
2. Assesses level of expected outcome			
3. Fits with competencies and objectives			
4. Measures observable behavior			
5. Is realistic for student to complete			

The third domain includes affective testing. One more and you're through.

Step	Purpose	Activity	Product
5	Develop an affective test to measure mastery of an affective objective	Write an affective test consistent with an affective objective	Criterion-referenced test for affective learnings

Example of Results
(Objective - comply with lab policies and procedures)

Case Study
You have a cake in the oven and a pile of dishes in the sink. You look up and see that the bell for class dismissal will ring in five minutes. What are you going to do the last five minutes before the bell rings?

Example (Do your own thing)

Discussion - completing affective instruments provides a means of assessing key attitudes, feelings, and values which are critical to the overall success of the vocational student.

Criteria for Affective Evaluative Experience:

Item	Response		
	Yes	No	Comment
1. Samples affective learning			
2. Assesses level of expected outcome			
3. Fits with competencies and objectives			
4. Measures observable behavior			
5. Is realistic for student to complete			

Certificates

Certificates are an important component of the competency based program. They provide the evidence that the student has completed the competencies and certificates show what the student has learned. Two types of certificates are in general use. One is designed for teacher and departmental use and is an on-going record of student performance. It lists all the tasks and competencies for curriculum with space for denoting competence.

The second type of certificate is given to the student upon completion of a program and the student may use it when applying for a job to show evidence of competencies achieved. An example of the latter follows:

ARIZONA VOCATIONAL HOME ECONOMICS

Certificate of Competency

presented to

_____

in recognition of attaining competency in

_____
Instructor

_____
Administrator

_____
Date

FOOD PRODUCTION/FOOD SERVICE COMPETENCY LISTINGS

DIRECTIONS: Evaluate the Student using the rating scale below and enter the appropriate number to indicate the degree of competency.

RATING SCALE:

4-Competent, needs no supervision
3-Moderate competence, needs minimal supervision
2-Limited competence, needs regular supervision
1-Not competent, needs constant supervision
0-Not attempted

COMMON CORE

The Food Service Worker

[ ]Creates a safe environment
[ ]Follows fire safety procedures
[ ]Seeks and applies first aid
[ ]Identifies personal hygiene techniques
[ ]Cleans and sanitizes work and storage areas
[ ]Controls trash and performs laundry duties
[ ]Cares for floors

FRONT OF THE HOUSE

Bus Person

[ ]Identifies food holding & serving techniques
[ ]Practices general housekeeping procedures
[ ]Arranges tables & chairs
[ ]Cleans & clears tables

Waiter/Waitress

[ ]Prepares beverages
  [ ]coffee
  [ ]punch, hot chocolate, fruit juices/ drinks
  [ ]tea
[ ]Reviews menus, replenishes condiments & sundries
[ ]Folds cloth napkins
[ ]Sets tables
[ ]Takes & serves orders

Host/Hostess

[ ]Greets and seats guests
[ ]Processes sales check
[ ]Operates cash register
[ ]Assists with employee management duties

Mid-Manager

[ ]Assists with employee personnel management duties
[ ]Assists with food and beverage cost control procedures
[ ]Assists with equipment cost control procedures
[ ]Assists with labor cost control procedures

BACK OF THE HOUSE

Dishwasher/Kitchen Helper

[ ]Identifies food handling preparation techniques
[ ]Identifies food storage techniques
[ ]Cleans and sanitizes:
  [ ]dinnerware, flatware, & glassware
  [ ]condiment dispensers & utensils
  [ ]beverage dispensers & ice machines

Prep Cook

[ ]Uses and cares for knives
[ ]Understands recipe parts, measuring procedures, & food preparation terminology
[ ]Prepares salads:
  [ ]Fruit
  [ ]Vegetable
  [ ]Leafy
  [ ]Gelatin
  [ ]Meat and seafood
  [ ]Prepares Oil & vinegar & mayonnaise based salad dressings
[ ]Prepares garnishes, vegetable & fruit
[ ]Prepares appetizers, relishes & dips
[ ]Prepares breakfast meats
[ ]Breaks down and portions chicken & shellfish
[ ]Grinds & tenderizes meats

Fry/Grill Cook

[ ]Receives, plates, scans and tallies food orders
[ ]Prepares hot and cold sandwiches
[ ]Prepares convenience soups
[ ]Prepares convenience sauces
[ ]Prepares eggs
[ ]Prepares hot cereals and quick breads
[ ]Prepares potatoes
[ ]Prepares vegetables
[ ]Identifies wholesale meat cuts
[ ]Prepares meats by:
  [ ]roasting
  [ ]broiling
  [ ]deep frying
  [ ]pan frying/sauteing
  [ ]steaming/poaching

Working Chef/Sous Chef

[ ]Prepares poultry and beef stock
[ ]Prepares clear and thickened soups
[ ]Prepares hot and cold sauces
[ ]Prepares basic bakery products
[ ]Fabricates meats
[ ]Plans menus
[ ]Uses basic procedures of a garde manager
[ ]Manages banquet kitchen operations

Learning Packages

One way to provide each student with the right kind of instruction and enough time to master each task fully before going on to the next is to "package" instruction so that each student has all the necessary media, materials, and other essential learning resources close at hand. If provided with a complete and well-developed "learning package", each student can begin, speed up, slow down, or repeat instruction as he or she needs to. While learning packages are an attractive learning strategy, they are <u>not</u> the sole means of delivering CBVE. Learning packages are only one choice among a multitude of instructional options.

Learning packages will <u>not</u> serve as the primary answer to the CBVE instructional issue, yet they do present many positive characteristics. Some of these are:

- identify a variety of materials available for students to interact with which are appropriate for the specific task to be learned
- provide self-contained materials available for students when students want them
- provide a clear structure of the learning process with well-defined activities, objectives, content, and evaluation
- organize and define broad competencies and supporting specific job tasks
- define scope and depth of education program
- allow for individual students to speed up or slow down their learning pace based on individual learning needs
- allow students to enter and exit the education program based on unique learning needs and intended outcomes
- inform students what is expected during the learning process
- motivate student to want to learn by clearly defining learning tasks and stating why tasks are important
- present instruction in small enough units to promote efficient learning
- provide appropriate application or practice of what was presented
- provide immediate feedback on practice

A number of format styles can be used to write learning packages. A learning package can range from a single guide sheet to a more formal module. For our purposes, the following components will be addressed for the development of CBVE learning packages in home economics:

- cover page
- learning activities
- pre- and post-test
- objectives
- content
- teacher answer key

Cover Page

To realize the full potential of learning packages, they must be complete and easy to follow. The cover page is the first page the student sees. It should be attractively laid out, easy to read, and contain at least the following information: title, competency, objectives, and materials needed to complete the learning package.

> Cover page makes the first impression. Create one.

Materials Needed. Competency and task lists, learning resources such as textbooks, media, charts, pictures and puzzles.

Step	Purpose	Activity	Product
6	Write a one-page cover sheet for a learning package	Review competency and task statements, identify a manageable piece of content to be presented in the learning package	One page cover sheet for a learning package

Example of Results

PREP COOK ..... USES AND CARES FOR KNIVES

P3.1

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Cut vegetables with French knife

Sharpen and steel knives

Terminal Performance Objective:

Given a request to dice and julienne cut vegetables, student will be able to cut vegetables with a French knife as evidenced by completion of "Hand Cutlery Checklist."

Given an assortment of three dull knives, student will be able to sharpen and steel knives as evidenced by completion of "Hand Cutlery Checklist."

Materials Needed:

1. This packet
2. Pen or pencil
3. Carrots
4. Chopping board
5. French knife
6. Dull knives
7. Hand stone
8. Steel

Discussion. Each package must have well defined limits. The preceding example lists the major job area (prep cook) and focuses on one task (uses and care for knives). The package further defines two enabling objectives or job skills: (1) cut vegetables with French knife and (2) sharpen and steel knives. A terminal performance objective or competency statement is also included. Note that each statement contains condition, behavior, means of assessing the behavior and a stated standard. Also identified are all materials/supplies that the student will need in order to complete the package.

Example (Do your own thing)

Criteria for Cover Page of Learning Package:

Item	Response		
	Yes	No	Comment
1. Easy to read			
2. Attractive			
3. Consistent with other learning packages			
4. States competency			
5. States task			
6. States objectives			
7. Identifies materials needed			
8. Other _____			

Comments:

Step	Purpose	Activity	Product
7	Develop appropriate introduction, content, and learning activities for a learning package	Identify introduction, content, and learning activities for a learning package	Introduction, content, and learning activities are listed for inclusion in a learning package

Discussion. The next step in the development of a learning package will address the substance of student learning. Key elements in this section are an introduction, content or information needed by the student, and selected learning activities for them to complete. The introduction tells the student why the learning contained in the package is important. It often informs the student of how often the task is performed, how critical it is to job performance, how dangerous it may be if not done correctly, or other job-related reasons. The introduction should be short and informative for the student.

Information to be presented to the student should be organized around the specified enabling objectives stated on the cover sheet. Each part of the learning should be broken into small manageable pieces. When the learning is broken into small manageable tasks, the student can more easily gain mastery in each piece of the larger learning experience. Presentation of too much information at once can overwhelm the student. Enabling objectives can be based on performance, knowledge, equipment, or process. Regardless of the type of objectives used, the learning should be presented with an information, practice, and feedback sequence. In other words, the student will gain some new knowledge, skills, and attitudes, then practice this new learning, and finally receive some feedback regarding how well he/she performed. Each part of the learning process must involve students in appropriate activities. Activities to accomplish the presentation of

instruction must direct the student to read or view some appropriate learning resource, such as specific pages in a book or some media. Activities focusing on practice should tell the student exactly how to go about attempting to perform what was presented in each previous learning step or steps. Activities to give students feedback must steer the student to some resource, such as a self-check, an answer-key, the instructor, or an advanced student or other resource that will help the student recognize whether the practice was accurate or not and, if not, why and what to correct.

Illustration of Results. (see following pages)

Contents:

Knife Use and Care

Knives are among the most important tools for the chef. They are so important, in fact, that many chefs own their own personal set of knives; allowing no one else to use them and taking the knives with them when they leave the job. Even though you may not own your own set of knives, knives will be an important tool for you to master.

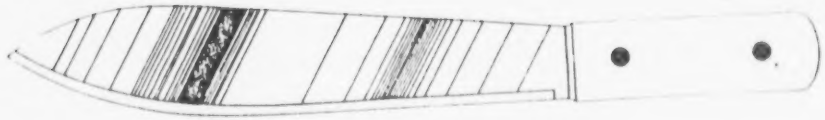
Proper care and storage of knives will keep them sharp and safe for use. Store knives on a separate rack when possible. This will keep them from rubbing against each other, which causes blades to dull. Also, the rack will prevent accidental cuts caused by crowded drawer storage. Wash them separately from other tools, for serious cuts may result from dumping knives into soapy dish water. Thoroughly wash knives after use.

Kinds of Knives

There are many kinds of knives. Each knife has a specialized use. The following knives are commonly used in food service facilities.

Boning Knife

Usually 5 to 8 inches long. Used to remove bones from raw meat and to fillet fish.



Butcher Knife

A heavy, curved blade used to section raw meat, poultry and fish; to cut steaks; and to separate small joints or bones.

Cleaver

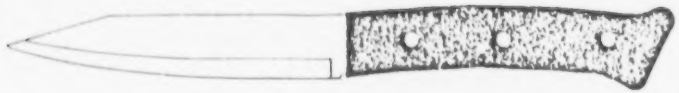
Square, heavy, wide blade used to chop bones.

French Knife

Usually 8 to 12 inches long. The most often used knife to slice, chop, mince, and dice.

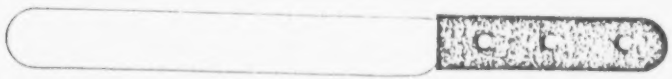
Ham Slicer

About 12 inches long, narrow flexible blade used to slice ham.



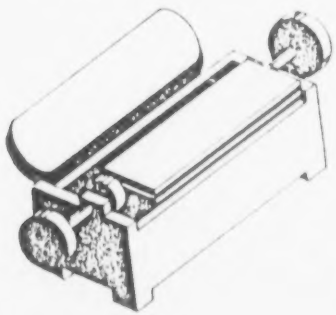
Paring Knife

From 2½ to 3½ inches long. A short, pointed blade. Used for paring, coring, and sectioning fruits and vegetables.



Roast Beef Slicer

A round nosed, 14-inch long knife blade. Used to slice roast beef.



Hand Stone

Maintains the edge of a knife.

Butcher Steel

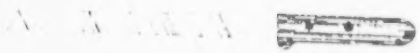
Maintains the edge of a knife.

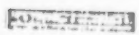
Activity 1:

Directions: Identify the hand cutlery on the left with the correct names on the right.

___1.

___2.

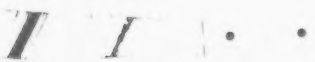
___3. 

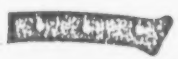
___4. 

___5.

___6.

___7.

___8. 

___9. 

a. ham slicer
b. paring knife
c. French knife
d. roast beef slicer
e. butcher steel
f. butcher knife
g. hand stone
h. cleaver
i. boning knife

Activity 2:

Directions: Match the correct knife on the left with its function on the right.

___1. boning knife	a. to slice roast beef
___2. cleaver	b. to chop bones
___3. ham slicer	c. to cut steaks
___4. butcher knife	d. to core, section, or pare
___5. paring knife	e. to remove bone
___6. French knife	f. to slice, chop, mince, or dice
___7. roast beef slicer	g. to slice ham

Knife Use

The French knife is the most often used knife. This knife is used for slicing, chopping, mincing, and dicing. The French knife is held in the right hand. Use your left hand to secure the food (when performing any type of cutting a proper chopping board should be used). Move the knife forward and down with a gentle rocking motion. Quick, even strokes will result in uniform food pieces.

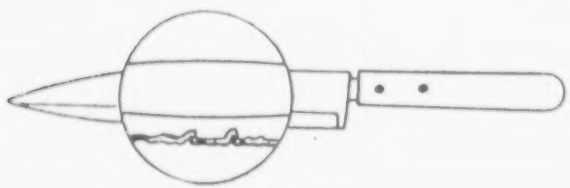
Activity 3:

Directions: Perform the following skill activity.

1. Cut 2# of fresh vegetables. Cut 1# by julienne method (long strips) and 1# by dicing (small cubes ¼ inch square or less). Ask your instructor to check your skills.

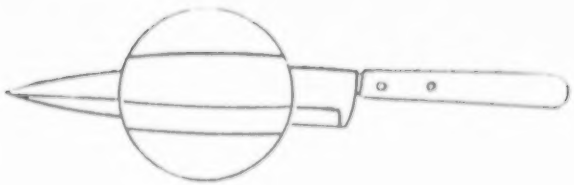
Sharpen and Steel Knives

Sharp knives are safer to use than dull knives.



Dull knife

Pictorial Source: FOOD SERVICE, Teachers Guide, New Jersey Department of Education, New Brunswick, New Jersey, 1971.



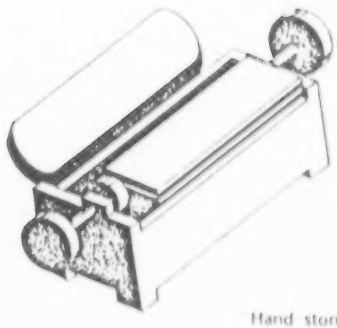
Sharp knife

Pictorial Source: FOOD SERVICE, Teachers Guide, New Jersey Department of Education, New Brunswick, New Jersey, 1971.

To keep knives safe and ready to use, you will sharpen and steel knives. The butcher's steel is a round steel rod, approximately 1½ feet long with a wooden handle. The steel is used to maintain an edge on a knife. It does not sharpen the edge but merely straightens it and breaks off burrs after sharpening.

The hand stone (wet stone) is used to sharpen knife blades.

Butcher steel



Hand stone

Activity 4:

Directions: Perform the following skill activity.

1. Sharpen and steel a dull knife. Ask your instructor to check your skills.

Example (Do your own thing)

Criteria for Introduction, Content, and Learning Activities.

Item	Response		
	Yes	No	Comment
1. Mastery of the content and activities will enable the student to learn the task and competency			
2. Content and activities allow students to learn information, practice the learning and gain feedback			
3. Learning activities are specific and easy to follow			
4. Introduction tells the student why the packet information is important			

Comments:

Evaluation tests: remember this was covered in step on page . This gets easier the more your write.

Step	Purpose	Activity	Product
8	Prepare test items to evaluate mastery of the competency	Select test items and prepare answer keys for tests and learning activites	Post-test and learning activities answer keys developed

Discussion. The final step in the development of a learning package is to design the tests and to complete a teacher answer key. The tests provide evidence of student mastery of the competency. The pre-test allows students already competent in the competency to test out of the packet and go on to another packet. The tests must address the scope and depth of learning stated in the objectives and be supported in the competency statement. If the objective is cognitive, then a paper pencil test should be administered. If the objective is psychomotor, then the means of assessment should be a performance test. More than one copy of a given test may be used; so, some students will take copy A while others will take copy B.

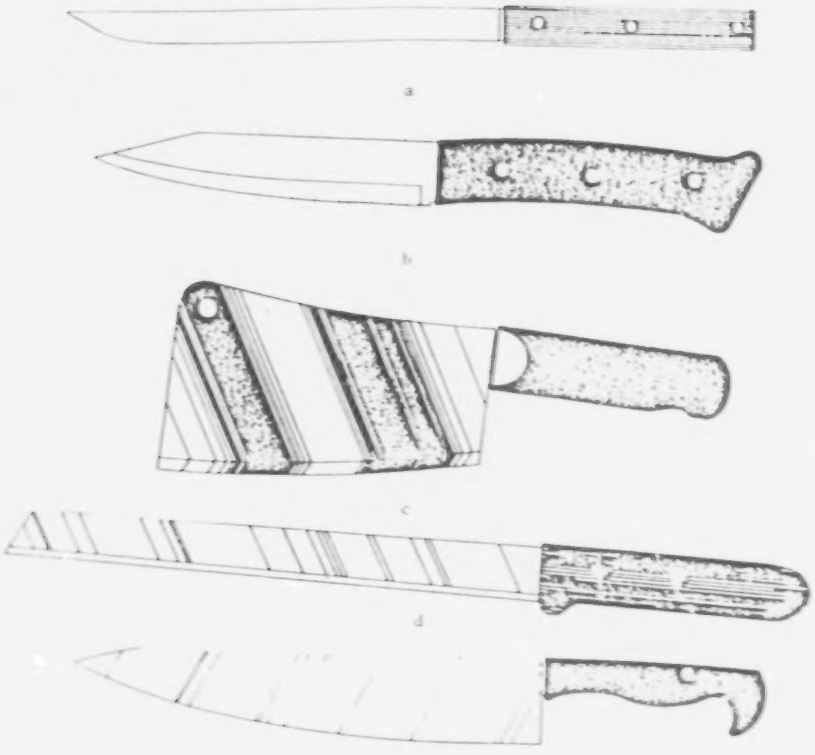
Illustration of Results. (see following pages)

Pretest:

Directions: Answer the following questions and perform the following skill activities.

From a selection of knives, choose the appropriate knife for each of the following.

___1. slice ham
___2. chop bones
___3. dice
___4. fillet fish
___5. pare



a

b

c

d

e

6. Dice and julienne 1# carrots. Ask your instructor to check your skills.

7. Sharpen and steel a knife. Ask your instructor to check your skills.

Posttest:

Directions: Sharpen and steel 3 knives. Dice and julienne carrots using the French knife. Ask your instructor to check your skills using the "Hand Cutlery Checklist."

Hand Cutlery Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. selects 3 dull knives	___	___
c. sharpens knives	___	___
d. steels knives	___	___
e. handles knives safely	___	___
f. inspects sharpened blades for evenly honed edges	___	___
g. inspects sharpened blades (by holding against light) to ensure removal of all burrs	___	___
h. selects sharp, steeled French knife	___	___
i. uses cutting surface	___	___
j. secures food with left hand	___	___
k. holds knife in right hand	___	___
l. pushes knife blade down and forward with a gentle rocking motion	___	___
m. cuts carrots with ease, little pressure	___	___
n. dices carrots into uniform pieces	___	___
o. julienne cuts carrots into uniform pieces	___	___
p. cleans area	___	___
q. washes knives	___	___
r. returns equipment and supplies	___	___
s. stores knives	___	___

SOURCES

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Ray, Mary F. and Lewis, Evelyn J., Exploring Professional Cooking, Chas. A. Bennett Co., Inc., Peoria, Illinois, 1976.

Furneisen, Barbara K. and Katzenbach, Marie H., Food Service (Teacher's Guide), State of New Jersy, Department of Education, Division of Vocational Education, New Brunswick, New Jersey, 1978.

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Key

Pretest:

1. d
2. c
3. e
4. a
5. b
6. Instructor's satisfaction
7. Instructor's satisfaction

French Knife Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. selects French knife	___	___
c. uses cutting surface	___	___
d. secures food with left hand	___	___
e. holds knife in right hand	___	___
f. pushes knife blade down and forward with a gentle rocking motion	___	___
g. cuts vegetables with ease, little pressure	___	___
h. dices into uniform pieces	___	___
i. julienne cuts into uniform pieces	___	___
j. cleans area	___	___
k. washes knives	___	___
l. returns equipment and supplies	___	___
m. stores knives	___	___

Sharpen and Steel Knives Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. selects dull knife	___	___
c. sharpens knife	___	___
d. steels knife	___	___
e. handles knife safely	___	___
f. inspects sharpened blade for evenly honed edge	___	___
g. inspects sharpened blade (by holding against light) to ensure removal of all burrs	___	___

Activity 1:

1. g
2. c
3. a
4. i
5. e
6. h
7. d
8. f
9. b

Activity 2:

1. e
2. b
3. g
4. c
5. d
6. f
7. a

Activity 3:

Instructor's satisfaction

French Knife Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. selects French knife	___	___
c. uses cutting surface	___	___
d. secures food with left hand	___	___
e. holds knife in right hand	___	___
f. pushes knife blade down and forward with a gentle rocking motion	___	___
g. cuts vegetables with ease, little pressure	___	___
h. dices into uniform pieces	___	___
i. julienne cuts into uniform pieces	___	___
j. cleans area	___	___
k. washes knives	___	___
l. returns equipment and supplies	___	___
m. stores knives	___	___

Activity 4:

Instructor's satisfaction

Sharpen and Steel Knives Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. selects dull knife	___	___
c. sharpens knife	___	___
d. steels knife	___	___
e. handles knife safely	___	___
f. inspects sharpened blade for evenly honed edges	___	___
g. inspects sharpened blade (by holding against light) to ensure removal of all burrs	___	___

Posttest:

Completion of "Hand Cutlery Checklist."

Example (Do your own thing)

Criteria for Tests and Answer Key:

Item	Response		
	Yes	No	Comments
1. Tests measure the level of expected outcome as stated in the objectives			
2. Psychomotor objectives have performance based tests			
3. Cognitive objectives have paper and pencil tests			
4. Test items are clear and easy to follow			
5. Mastery of the test leads to mastery of competency			
6. Other _____			

Comments:

Epilogue

This document was intended to assist home economics teachers in designing current, valid curriculum to help students learn and use important home economics knowledge, skills and attitudes. When thoughtful curriculum decisions are made regarding valid workplace needs and relevant content, vocational students are more likely to receive the quality education they need and deserve.

Additional assistance in CBVE implementation regarding management and evaluation are still needed for teachers so they will be able to move CBVE into the classroom. It is hoped that another volume to Guide for Developing Competency Based Curriculum for Vocational Home Economics will be developed in the near future to address these issues.

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VOCATIONAL HOME ECONOMICS E

AN ORGANIZED LISTING, BY CONTENT AREA, REFLECTING VOCATIONAL HOME ECON

CONTENT / FUNCTION	MANAGE AND ORGANIZE	MEET BASIC NEEDS	ENSURE HEALTH AND SAFETY
INDIVIDUAL GROWTH AND DEVELOPMENT	Demonstrate goal setting and decision making skills to develop short and long range plans.	Evaluate and adapt basic needs to assume roles and responsibilities throughout the life cycle.	Recognize and follow health practices that assist in coping with pressures and crises during the life cycle.
CHILD DEVELOPMENT	Apply decision and goal setting skills related to child development.	Apply physical, social, intellectual, emotional principles to promote development of a child.	Practice health/safety standards for children.
CLOTHING AND TEXTILES	Use goal setting and decision making skills in selecting clothing and textile products.	Evaluate, select, care for clothing/textiles to meet social, physical, psychological and economic needs.	Appraise clothing/textile products which contribute to health, safety and comfort.
RESOURCE MANAGEMENT/ CONSUMER EDUCATION	Apply goal setting and decision making skills in the use of resources and consumer information.	Evaluate use of resources to meet social, physical, and psychological needs.	Apply product safety information to maintain health standards.
FOODS AND NUTRITION	Use the decision making process to promote food preparation, service and management.	Apply nutrition concepts to meet basic needs.	Plan, prepare, and serve food to meet health and safety needs.
HOUSING AND HOME FURNISHINGS	Use goal setting and decision making skills to locate and manage housing.	Evaluate living space to meet basic needs.	Create and maintain living environments to ensure health and safety.
LEADERSHIP DEVELOPMENT/ YOUTH ORGANIZATION	Use decision making skills to enhance goal achievement.	Demonstrate leadership skills to foster social, psychological and physical needs.	Create safe conditions to ensure healthy activities.

NOTE: For a detailed list of Essential Living Skills/Competencies with TASKS, see Validated Occupation of Homemaker General Core Competency List, from the State Department of Education, Home Economics

ESSENTIAL LIVING SKILLS

ECONOMICS OCCUPATION OF HOMEMAKER DERIVED FROM VALIDATED COMPETENCIES.

TY	MAXIMIZE RESOURCES	INTERACT WITH OTHERS	COPE WITH CHANGE
	Select and use resources to enhance individual growth and development.	Develop effective relationships to promote communication with others.	Evaluate family and career changes as to the impact on the individual
	Provide experiences which encourage children to maximize resources.	Encourage human relation skills in children to promote social and emotional development.	Evaluate family and career changes as to the impact on children
	Select, construct, alter, repair, and/or remodel clothing/textile products to maximize resources.	Communicate intended clothing image to others.	Appraise decisions necessary for clothing and textiles needs for both individual and family.
	Apply consumer rights and responsibilities in the marketplace.	Use human resources to accomplish mutual goals.	Analyze resource/consumer management skills necessary for present and future decisions.
	Use essential equipment to maximize resources when planning/preparing/serving food.	Apply food practices to promote hospitality.	Analyze individual and family nutritional needs in relationship with the life cycle and career patterns.
	Select appropriate resources in creating living environments.	Describe impact of the individual and/or group on living environments.	Apply housing and home management choices relating to changing family and career patterns.
	Use leadership skills to maximize human and non-human resources.	Practice leadership skills to encourage interaction.	Evaluate family and career changes relating to current/future leadership roles.

"OCATIONAL HOME ECO"

AN ORGANIZED LISTING, BY CONTENT AREA, REFLECTING

CONTENT / FUNCTION	Evaluate Career Opportunities	Obtain a Job	Transfer Content Principles	Apply Human Relations
Child Care and Guidance, Management and Services	Identify goals, use decision making skills to evaluate career opportunities in child care and guidance.	Develop job procurement skills required to obtain employment in child care and guidance.	Apply physical, social, intellectual, emotional principles in caring for young children.	Exhibit maturity and display ability to communicate effectively with children, parents, co-workers and employers.
Clothing, Apparel, and Textiles Management, Products and Services	Identify goals, use decision making skills to evaluate career opportunities in clothing/apparel/textile industry.	Develop job procurement skills required to obtain employment in clothing/apparel/ textile industry.	Identify fashion, fabric coordination services needed by customers.	Exhibit maturity and display ability to communicate effectively with clients, co-workers and employers.
Institutional, Home Management and Support Services	Identify goals, use decision making skills to evaluate career opportunities in institutional, home management, and support services industry.	Develop job procurement skills required to obtain employment in institutional, home management, and supportive services industry.	Identify basic concepts of maintenance and services to maintain clean, pleasant environment for others.	Exhibit maturity and display ability to communicate and cooperate effectively with employers, co-workers, and clients/guests.
Food Production, Management and Services	Identify goals, use decision making skills to evaluate career opportunities in food production, services and management.	Develop job procurement skills required to obtain employment in the food production and services industry.	Define basic concepts of quantity food production and service.	Exhibit maturity and display ability to communicate and cooperate effectively with employers and co-workers.
Home Furnishings and Equipment Management, Production and Services	Identify goals, use decision making skills to evaluate career opportunities in housing and home furnishings industry.	Develop job procurement skills required to obtain employment in home furnishings and equipment industry.	Define basic principles of design and their application to interior environment.	Exhibit maturity and display ability to communicate effectively with clients, co-workers, and employers.
Leadership Development/Youth Organization	Research career opportunities, job requirements, individual potential in career of choice.	Explore employment opportunities using business, industry representatives to focus on specific skill requirements.	Develop, demonstrate leadership qualities in conducting social, community, service, and fund raising events.	Practice group dynamics to achieve active participation by all youth organization members.
Cooperative Education	Identify goals, use decision making skills for obtaining and advancing in a chosen career.	Develop job securement skills for placement in career interest area.	Identify money management skills/services needed to meet social, psychological, physical needs of self.	Practice effective communication in relationships with others in fulfilling job requirements.

]MICS ESSE"TIAL WORK SKILLS

VOCATIONAL HOME ECONOMICS RELATED OCCUPATIONS DERIVED FROM VALIDATED COMPETENCIES

Develop Entry Job Skills	Explore Technology and Trends	Apply Safety and Sanitation Factors	Manage Work Tasks	Control Financial Resources	Sample Job Positions
Supervise creative, physical, cognitive activities which encourage development of the young child to his/her fullest potential	Participate in overall planning/evaluation of educational program for the young child	Create a safe, healthy environment for the young child	Utilize management skills in planning, directing activities for young children	Identify financial functions necessary for operating the child care business	**Entry Level** teacher's aide **With Training/ Experience** child care teacher, director **With Advanced Training/ Education Degree** child psychologist, teacher (certified)
Perform techniques needed to construct and alter garments, coordinate fashions, care for and maintain clothing and textiles as related to career goal	Incorporate techniques effected by future developments in industry relating to clothing/apparel/ textiles	Practice safety procedures, maintain, repair equipment as needed in clothing industry	Identify time, energy management principles as related to clothing/apparel/ fashion/industry	Identify financial functions necessary for operating clothing/apparel/ textile business	**Entry Level** fashion fabric sales, piece worker **With Training/ Experience** alteration/cust. sales manager, model **With Advanced Training/ Education Degree** entrepreneur, tailor, fashion coordinator
Perform and evaluate tasks necessary for care and maintenance of environment for others	Incorporate products, equipment, techniques effected by future developments in the industry	Practice safety and sanitation procedures using products, equipment and techniques to accomplish job requirements	Identify time, energy conservation methods in creating safe, sanitary environments for clients/customers	Identify basic financial principles that relate to operation of institutional/home management/services business	**Entry Level** geriatric aide, home companion, recreation aide, housekeeper, custodian **With Training/ Experience** personal aide, housekeeping supervisor **With Advanced Training/ Education Degree** executive housekeeper, entrepreneur
Plan, prepare, serve attractive food products using basic concepts of food preparation	Question future of advanced automation and its effects on the food products and service industry	Maintain safe and sanitary work areas for storage, preparation, service, clean-up of food	Identify time, energy management principles as related to food production and service.	Identify basic procedures related to finances of food operations	**Entry Level** host hostess, food counter worker, kitchen helper, dietary aide **With Advanced Training/ Education Degree** food and beverage director, chef, entrepreneur, dietitian
Assist clients in selecting suitable home furnishings and/or equipment for home, commercial use	Perform activities in planning/decorating clients' homes or offices, utilizing energy and space conservation developments of the future	Practice safety factors involved in using and maintaining various kinds of large/small appliances	Identify time, energy conservation methods in creating environments for clients.	Identify basic procedures related to finances of home furnishings/equipment industry	**Entry Level** interiors and floral design aide **With Advanced Training/ Education Degree** interior decorator and designer, entrepreneur, floral designer
Practice time, energy, and stress management skills during leadership/following activities	Develop strategies for adjusting to change using problem-solving techniques	Identify safety/sanitation factors necessary for club functions.	Practice rules of parliamentary procedures to accomplish group goals	Identify financial goals; use decision-making skills to plan, conduct the youth organization.	
Develop basic work ethic characteristics needed for job success/satisfaction	Develop strategies for adjusting to change in work environment using problem-solving techniques	Interpret implications of health, personal hygiene and safety to world of work.	Develop time, energy, stress management skills for personal/working lives.	Relate financial impact of worker on free enterprise system.	

ARIZONA VALIDATED COMPETENCIES FOR

HOME ECONOMICS RELATED OCCUPATIONS: CHILD CARE & GUIDANCE

THE STUDENT:

1. **Demonstrates knowledge of the growth and development of children:**
   - Identifies the intellectual, social, emotional, and physical development of children.
     - Birth to twelve months.
     - Toddler from 1 to 2 1/2 years.
     - Preschool age from 2 1/2 to 5 years.
     - Six-through ten-year-old child.
   - Explains the theory of guidance techniques.
   - Lists the elements needed to enrich the environment.

2. **Demonstrates awareness of the growth and development of children with special needs:**
   - Identifies the needs and differences of exceptional children and participants.
   - Identifies the different types of exceptionality.
   - Writes the assistant's role in relation to the needs of exceptional children.
   - Explains the theory of guidance techniques.
   - Lists methods of appropriate intellectual stimulation of exceptional children using materials of sensoral and practical life skills.

3. **Creates a safe environment:**
   - Checks the environment for safety hazards.
   - Corrects identified hazards.
   - Follows fire safety procedures.
   - Follows natural disaster safety procedures.
   - Follows bomb-scare procedures.
   - Makes safety rules for children.
   - Checks storage of supplies.

4. **Applies first aid procedures and techniques:**
   - Minor cuts.
   - Minor burns.
   - Minor falls.
   - Foreign objects in the eye.
   - Objects in airways.
   - Treatment of shock.
   - Ingested poisoning.
   - Insect bites.
   - Is able to take body temperature.
   - Administers medicines.
   - Cares for the sick or injured child.
   - Makes accident, injury and illness reports.
   - Cares for special conditions (e.g., seizures, fainting, asthma, diabetes, allergies, nosebleeds).
   - Provides space for sick children to lie down.
   - Checks children for signs of discomfort or illness (including suspected child abuse).

5. **Creates a healthy environment:**
   - Empties garbage or unsanitary materials.
   - Replenishes sanitation supplies.
   - Replenishes first aid supplies.

6. **Performs food service activities:**
   - Prepares food.
   - Cleans and sanitizes table tops.
   - Sets table and serves food.
   - Clears away food.
   - Washes dishes, glassware, silverware and utensils.
   - Stores dishes, glassware, silverware and utensils.
   - Qualifies for food handlers card.

7. **Supervises snack and meal activities:**
   - Assists children in preparing snacks and meals.
   - Feeds infants.
   - Supervises snack time.

8. **Supervises routine toileting activities:**
   - Changes diapers.
   - Keeps track of soiled clothing.
   - Bathes children.
   - Sanitizes toilets and potty chairs.

9. **Supervises nap time:**
   - Sets up sleeping area.
   - Gets children ready for rest.
   - Checks sleeping area conditions.
   - Monitors sleeping children.
   - Gets children up from naps.
   - Returns sleeping area to original conditions.

10. **Supervises dressing routines:**
    - Demonstrates self-care.
    - Guides children in dressing/undressing activities.

11. **Prepares for laundry:**
    - Collects laundry.
    - Stores laundry.

12. **Performs housekeeping activities:**
    - Sweeps and cleans floors.
    - Cleans woodwork and walls.

- Cleans bathroom and bathroom storage area.
- Cleans kitchen and dining areas.
- Washes windows and soiled articles.

13. Supervises creative activities:
- Sets up and guides art activities.
- Sets up and guides sensory activities.
- Sets up and guides music and movement activities.
- Sets up and guides dramatic activities.
- Cleans area after creative activities.

14. Supervises cognitive activities:
- Sets up and guides language activities.
- Sets up and guides literature activities.
- Sets up and guides mathematics activities.
- Sets up and guides science activities.
- Sets up and guides social studies activities.
- Sets up and guides food preparation activities.
- Sets up and guides field trip activities.
- Cleans area after cognitive activities.

15. Supervises physical activities:
- Sets up and guides gross motor activities.
- Sets up and guides fine motor activities.
- Cleans area after physical activities.

16. Supervises and plans group activities:
- Plans and executes activities with sizable groups of children.

17 Promotes home-center understanding:
- Assists in parent training.

18. Promotes community-center understanding:
- Prepares public realtions materials.

19. Participates in administrative program planning:
- Sets up program goals.
- Makes program schedule.
- Designs lesson plans for implementation.
- Lists supplies, materials and resources for lesson plans.
- Plans and coordinates field trips.
- Maintains records on individual student progress.
- Prepares teaching aids (e.g., bulletin boards, games, flannel board figures, puppets, and so forth).

20. Develops children's evaluation system:
- Observes and records children's performance and behavior.
- Interprets recorded performance and behavior.

21. Performs receptionist duties and limited clerical duties:
- Answers the telephone correctly.
- Records and delivers messages.
- Greets program children and participants.
- Sets up guest area.
- Greets guests.
- Conducts tours of the facility.
- Stores supplies, materials and equipment.

22. Operates equipment:
- 16mm projector.
- Record player.
- Tape recorder/player.
- Slide projector.
- Overhead projector.
- Filmstrip projector
- Dishwasher
- Washing machine.
- Clothes dryer.
- Small kitchen appliances.

23. Grows professionally:
- Plans staff development.
- Attends training sessions.
- Reads publications.
- Has a working knowledge of state health department rules and regulations.

24. Promotes social development of participants:
- Identifies methods of developing each individual's self-concept (assists in child's feeling of control of the environment by providing opportunities to be independent).
- Establishes written criteria for development of personal abilities and talents at each age level.
- Lists activities which develop the independence in each individual (demonstrates what the child is to do and allows the child to try independently).
- Identifies methods which assist in fostering an individual's respect for others (assists in problem-solving with peers without adult intervention).

25. Displays evidence of self development:
- Identified strengths and weaknesses.
- Identifies personal values.
- Displays realistic self-image.
- Displays ethical and moral character.
- Handles stressful situations.
- Demonstrates social etiquette.
- Develops strategies for goal attainment.

26. Demonstrates communication skills:
- Conveys verbal message.
- Listens to and receives messages.
- Communicates with body language.
- Writes communication.

27. Exhibits maturity:
- Contributes to a team effort.
- Acknowledges feelings and property of others.
- Manages time effectively.
- Relates to the public in an appropriate manner.

28. Exhibits personal grooming/well-being:
- Maintains physical health.
- Demonstrates body poise.
- Selects and wears appropriate clothing and jewelry.
- Demonstrates personal hygiene.

29. Demonstrates job procurement skills:
- Identifies job opportunities.
- Prepares resumes and letters of application.
- Researches job opportunities.
- Prepares for the interview.
- Participates in job interviews.
- Conducts job interview follow-up.
- Maintains awareness of job progression and opportunities.
- Maintains awareness of current technological advances.
- Maintains familiarity with personnel policies.

YOUTH GROUPS

INTRODUCTION:

Both Home Economics Related Occupations (HERO) and Future Homemakers of America (FHA) youth groups are co-curricular vocational student organizations within the total home economics program. Both organizations are open to all vocational students who are enrolled in home economics statewide. Home economics teachers serve as local advisors to chapters within the classroom setting.

Each organization operates from a constitution and elects a statewide officer team to preside over selected activities. Each organization has appointed state advisors within the Home Economics division of the Arizona Department of Education.

PURPOSES:

HERO

1. To encourage the development of leadership skills.
2. To develop the ability to work cooperatively in a group.
3. To develop work related skills, knowledges and attitudes.
4. To develop a sense of civic and social responsibility.
5. To promote involvement in the community.
6. To develop human relations skills.
7. To encourage participation in the state organization and its activities.
8. To broaden, strengthen and evaluate home economics related career interests.

FHA

1. To provide opportunities for self-development and preparation for family and community living and for employment.
2. To strengthen the function of the family as a basic unit of society.
3. To encourage democracy through cooperative action in the home and community.
4. To encourage individual and group involvement in helping achieve worldwide brotherhood.
5. To institute programs promoting greater understanding between youth and adults.
6. To provide opportunities for decision making and for assuming responsibility.
7. To become aware of the multiple roles of men and women in today's society.
8. To develop interest in home economics, home economics careers and related occupations.

There are two Arizona State Advisors, one for HERO and one for FHA:

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FACILITIES PLANNING

FACILITIES PLANNING

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I. STEPS IN PLANNING A HOME ECONOMICS FACILITY

A. Suggestions to Teachers

Step 1 - The philosophy for the local home economics program needs to be developed or revised to reflect the offerings in the new facility for the next 15 years. This information would be based on the needs of the students, community curriculum and educational trends. Participants in the planning process should be: all home economics teachers in the school, advisory committee members, administrators, home economics supervisors -- both local and in the Department of Education, and the architects.

Step 2 - Collect and review a variety of resources such as facility planning guides from other states, professional publications and articles on planning and equipping a department, catalogs on equipment, storage units, and classroom furniture.

Step 3 - Visit schools, especially those in comparable communities to discuss with other home economics teachers ideas for space needs, department layout, equipment, and suggestions they have for modifying or improving the visitation sites.

Step 4 - Develop basic educational specifications that will be required to meet program needs.

Step 5 - Interpret and discuss the educational specifications with the advisory committee, administrators,

home economics supervisors and the architects.

Step 6 - Review and evaluate the preliminary architectural drawings using the educational specifications as a guideline. In writing, provide suggestions for changes with a rationale.

Step 7 - Discuss with the person who can make the changes and ask for a committment to change if there is a serious problem. Be prepared to check frequently with the architectural firm and encourage them to contact the home economics staff person directly. In other words, develop a rapport with the architectural firm, be willing to give, and take; remember that errors in communication can create unnecessary problems which may exist in a department for many years.

B. The Planning Process

Facilities planning is a cooperative process among many individuals during each stage of planning.

- Study and Evaluate
- Develop Long-Range Plans for Educational Program and Facilities
- Prepare Educational Specifications
- Interpret Educational Specifications Through Discussions Between Educators and Architect
- Architect Prepares Plans and Specifications

- Construct Facilities
- Occupy and Evaluate Facilities

C. Preparing Educational Specifications[1]

Well-prepared educational specifications serve as an instrument for good planning and design, and if used effectively, should result in a functional facility. Good planning and design are possible only when the architect has a clear picture of the program presented in the form of educational specifications. The specifications should furnish a basis for working drawings for the architect. They should be prepared in simple, concise language and be in sufficient detail to be easily interpreted by the architect and others. Following is a suggested outline for the content of educational specifications for home economics which should be prepared for the architect.

I. The Home Economics Program
   A. Statement of philosophy of home economics and the school
   B. Curriculum
      1. Purposes
      2. Courses to be offered
      3. Classroom activities and instructional methods
      4. Length of program

C. Age groups to be served and their characteristics

D. Maximum class size

II. General Requirements

A. Space

1. Number and types of rooms (number of teachers)
2. Instructional areas to be taught in each room
3. Types of teaching-learning activities
4. Storage space for student supplies and instructional materials
5. Approximate amount of square feet needed
6. Furniture and equipment to be used

B. Location

1. Preferred location in the building
2. Location of storage

C. Utility services

1. Types needed for each room (electric, gas, water)
2. Present and future equipment and plumbing needs

III. General Details

A. Types and finishes for cabinets

B. Preferred floor coverings for each room

C. Color for walls, cabinets, floor

D. Materials for work surfaces, walls

E. Preferred arrangements for kitchen

F. Lighting and ventilation needs

The information in the educational specifications should be presented in writing. Some information may best be expressed in table form and diagrams. It would be helpful if the architect would visit a variety of home economics classes to see some possibilities for using space, designing facilities for specific needs, and for locating equipment. The architect's interpretation of the educational specifications should be submitted to the administrator and the person(s) who prepared the specifications. Some recommendations may need to be revised because of demands for space in all departments. However, persons involved should be given an opportunity to help determine adjustments to be made.

[1] From: Home Economics Education Facility Planning Guide, Kentucky Department of Education, Frankfort, Kentucky, 1981.

II. CURRICULUM AS A PLANNING TOOL

A. Teaching - Learning Activities

Methods of teaching and learning activities to be used in each area of instruction should provide direction for planning and equipping the facility. The kind of activities should influence the size of room and the arrangement of space and equipment.

Types of teaching-learning activities may include:

- individualized instruction
- discussion/lecture
- laboratory
- demonstration
- team teaching
- student organization activities
- supervised study

Some activities involve small groups of students working together whereas other activities may involve a large group such as the entire class or individual work.

B. Teaching - Learning Centers

A teaching-learning center is needed in each classroom. Teaching center should consist of: teacher's desk, table or mobile stand, projection screen, minimum of 48 square feet each of chalkboard and tackboard, filing cabinet, and space and electrical outlets for using

audio-visual equipment.

A learning center should consist of: seating and writing surfaces for each student; references, modules and resource materials (approximately 30 feet of shelf space for storage of these items); space and equipment for individuals, small groups, or entire class to work on class activities. Provisions for students to study independently should be provided in each classroom. This center should be easily accessible and secluded so students can read, listen, and view instructional materials without distraction. Consider the use of micro-computers for computer-aided instruction.

A demonstration unit with a mirror is desirable. Demonstrations may be given for either a small group of students or an entire class. Allow space in front of the demonstration area for students to see the process directly or in a tilted mirror. Allow one rectangle table, approximately 60" x 42" for every four students or one trapezoid table, approximately 30" x 30" x 60" for every three students using space at one time. Trapezoidal tables can be grouped to form circles, hollow squares, or semi-circles. Tables with adjustable

legs may be used for children in a playschool. Allow one stackable type chair per student plus two or three extra for resource persons.

C. Persons to be Served

The characteristics and needs of individuals and groups using the facilities and how they use the space, should be considered when planning and equipping a home economics department. Meeting the needs of the following groups should be considered:

1. Male and female junior and/or senior high school students
2. Students with special needs, including academic limitations, and physical and/or mental disabilities
3. Male and female adult students
4. Preschool age children attending simulated nursery school/playschool

III. SPACE REQUIREMENTS

A. Kinds of Space Needed

Adequate and functional facilities aid learning and can contribute to making the teaching-learning activities meaningful and satisfying experiences. The home economics facility may consist of one, two, or more rooms. Regardless of the number of rooms, space should be provided for carrying out a comprehensive curriculum.

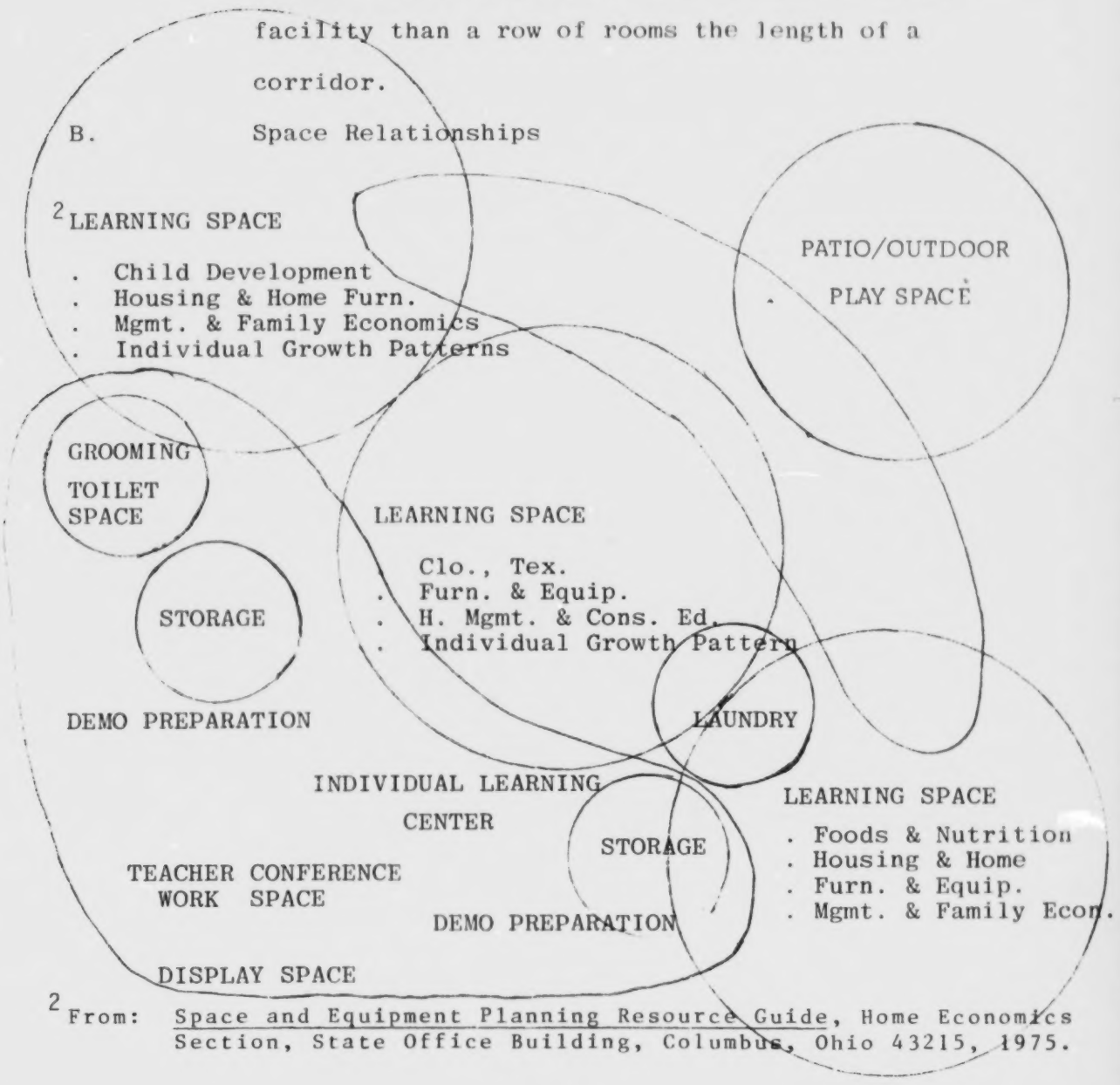
In some small high schools, a simple room with one teacher may be used for teaching all aspects of the curriculum. If more than one teacher is currently employed or if it is anticipated that in the near future more than one teacher will be needed, it is recommended that sufficient rooms be included in the original plan for meeting these needs.

Regardless of the number of rooms in a facility, it is desirable to plan so that each room can be used for teaching more than one area of instruction.

In multi-teacher facilities, rooms adjacent to each other tend to unify the program by allowing for easy communication, sharing of equipment and exchanging rooms for instruction. There may be

a separate room designed for H E R O. As a need arises, H E R O and/or Consumer and Homemaking programs could use each other's adjoining facilities. Rooms on both sides of a corridor, or a department which is joined in the middle with a corridor on either side, make for a more compact facility than a row of rooms the length of a corridor.

B. Space Relationships



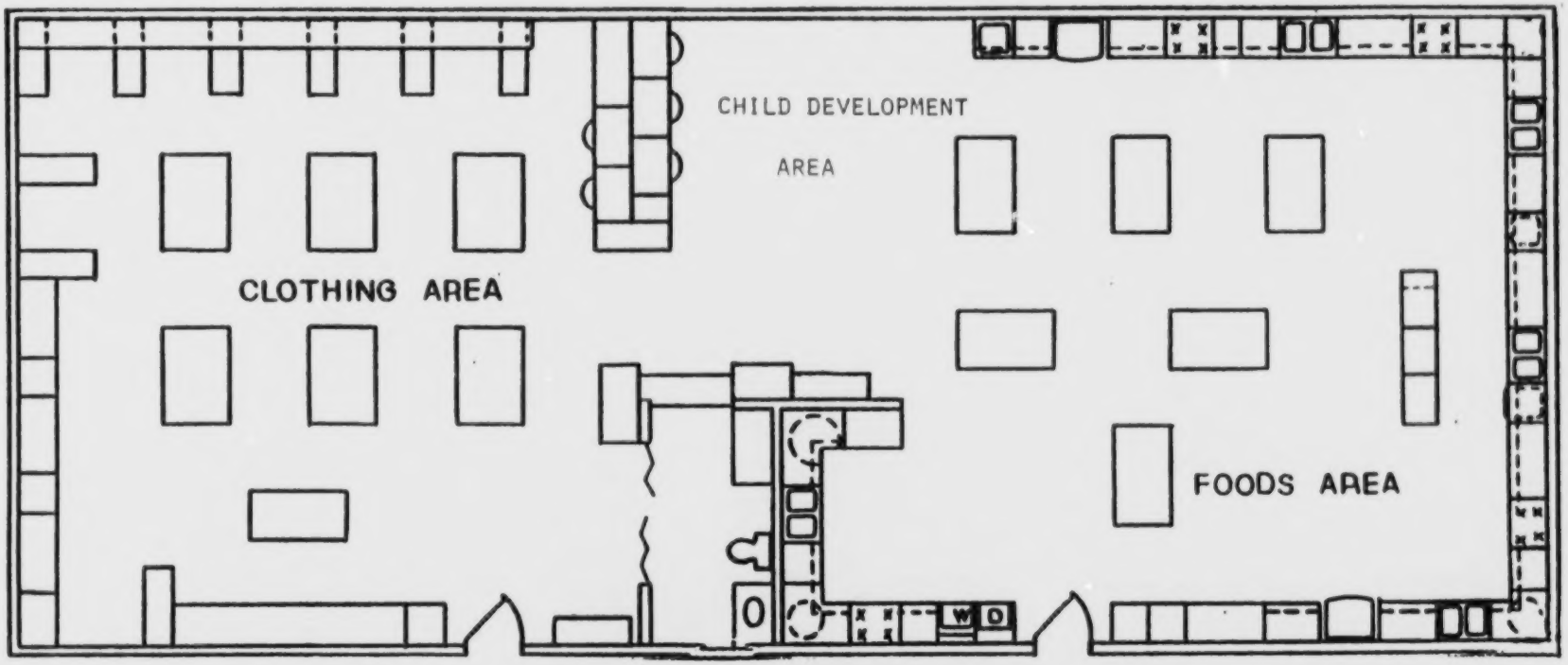
[2] From: Space and Equipment Planning Resource Guide, Home Economics Section, State Office Building, Columbus, Ohio 43215, 1975.

C. General Recommendations

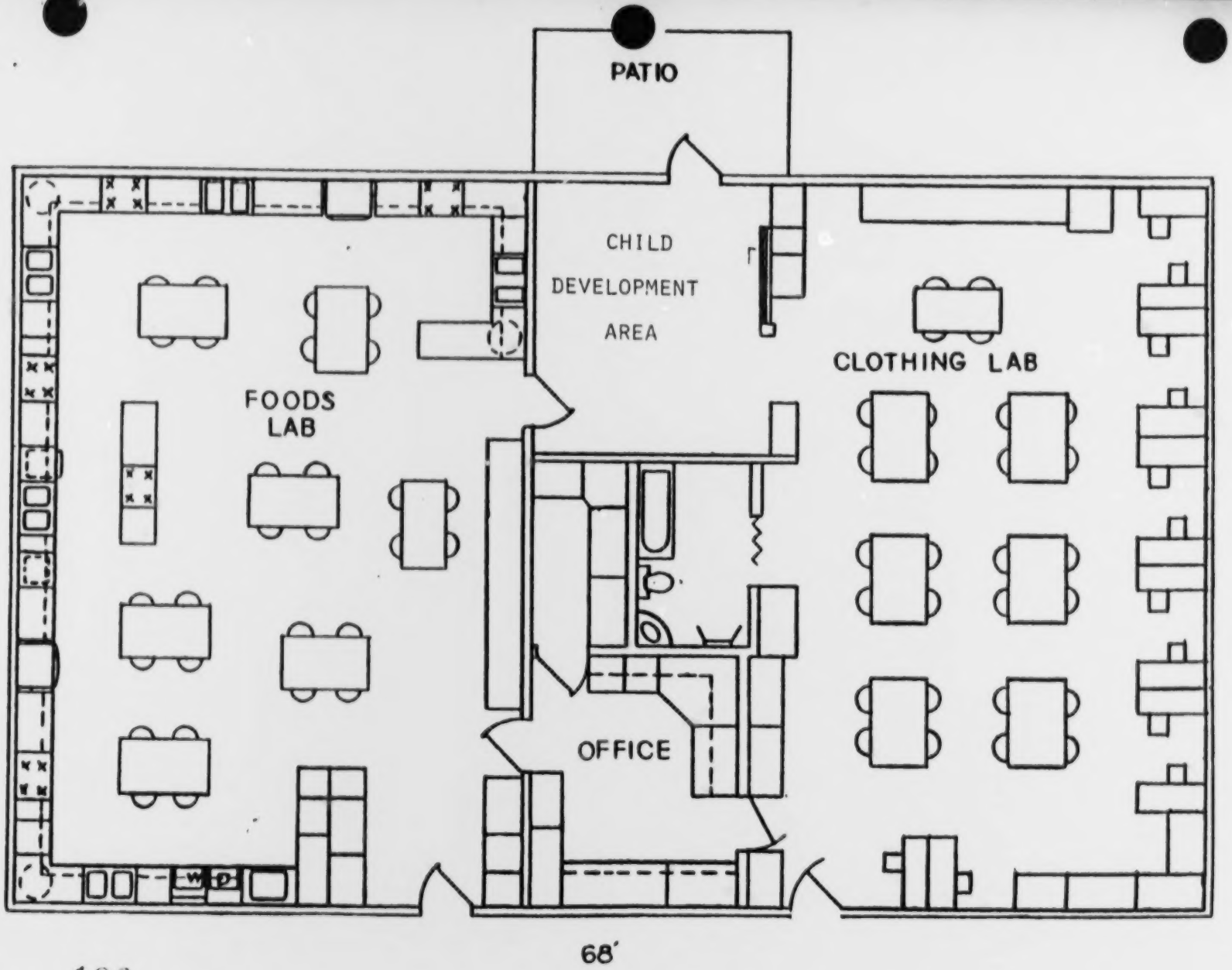
- Tables and chairs for seating of entire class which may be arranged for small or large groups and demonstrations.
- All classrooms should be easily accessible to office area.
- Office area should be divided to house all teachers in one large area with provisions allowed for a co-op coordinator to handle business matters, interviewing,counseling and co-op duties. This area needs to be private and quiet.
- Entire department should be on ground level with easy access to outside street for convenience in unloading supplies, pre-school age children, and physically handicapped individuals.
- Floor areas in foods, lab, child development play area, and washer-dryer area need skid-proof, chemical resistant flooring.
- Foods lab must have sufficient exhaust system to remove odors.
- Moveable walls are a plus factor.
- Acoustical flooring, walls, and ceilings are necessary (walls may have acoustical covering to be used for bulletin board space).

- Sufficient grounded electrical outlets located near the point of use, that will carry a maximum load of current for all electrical equipment to be used at one time.
- Indirect, non-glare lighting with no corner dark spots.
- Able to darken room for use with AV equipment.
- Enough space for easy movement of students and for the teacher to walk among the group.
- Space for individual and small group study.
- Chalkboard and bulletin board (48 square feet of each), movie screen.
- Storage for reference books, teaching materials and books/personal items of students.

ILLUSTRATIONS OF SUGGESTED FLOOR PLANS



One Teacher Department

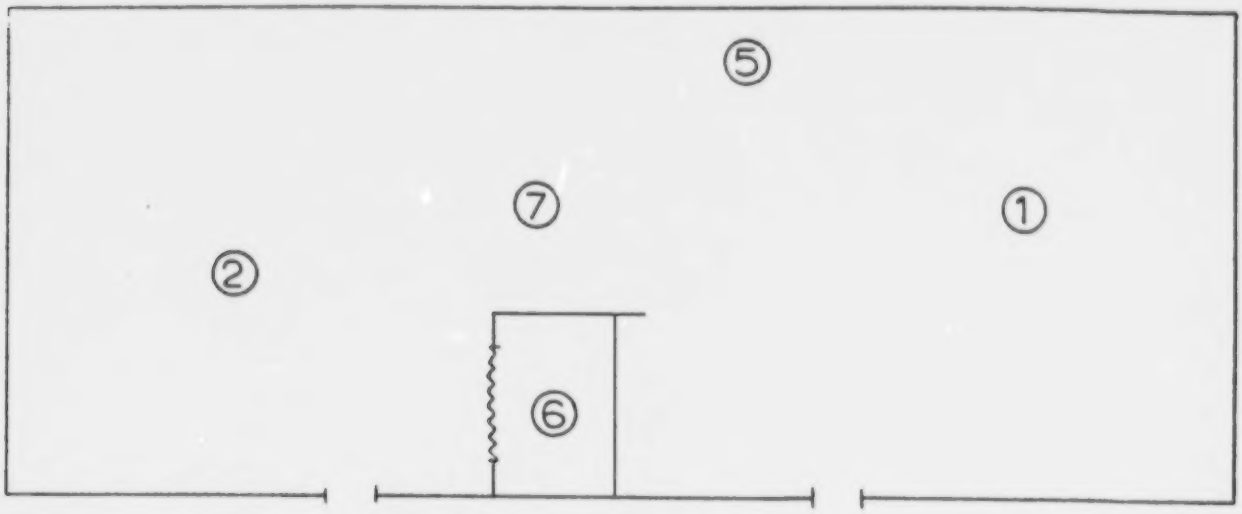


196

Two Teacher Department

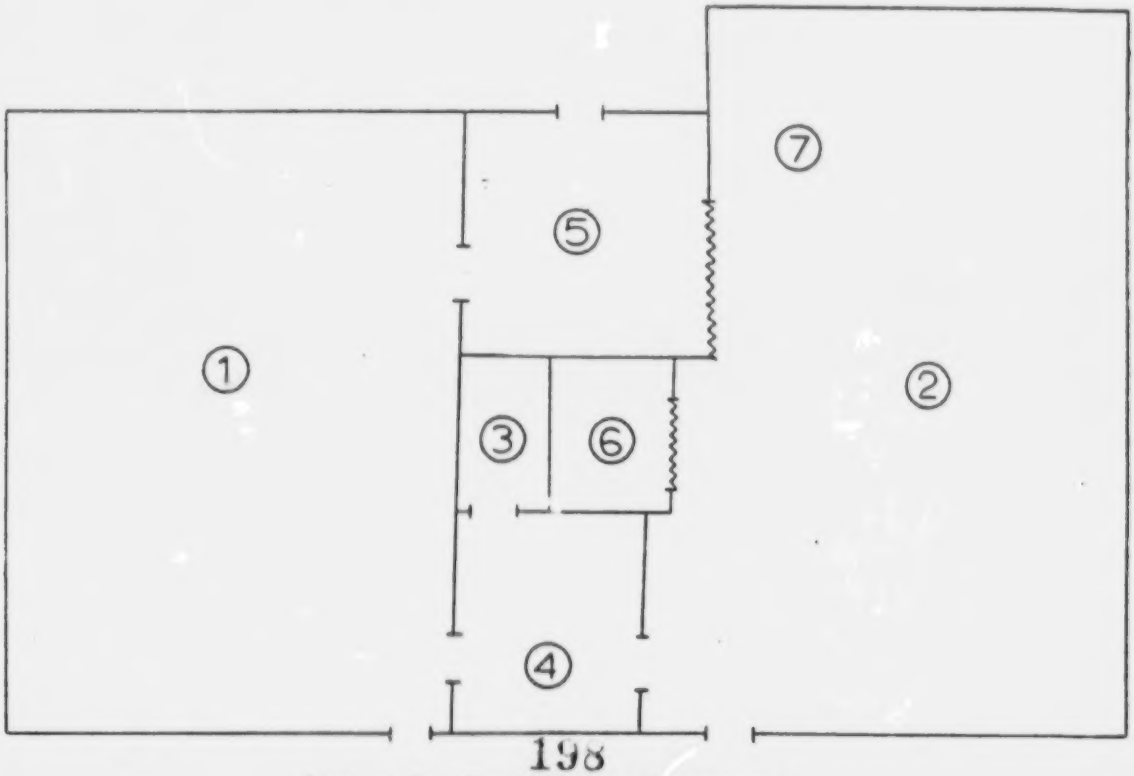
197

GENERAL LAYOUTS FOR HOME ECONOMICS DEPARTMENTS

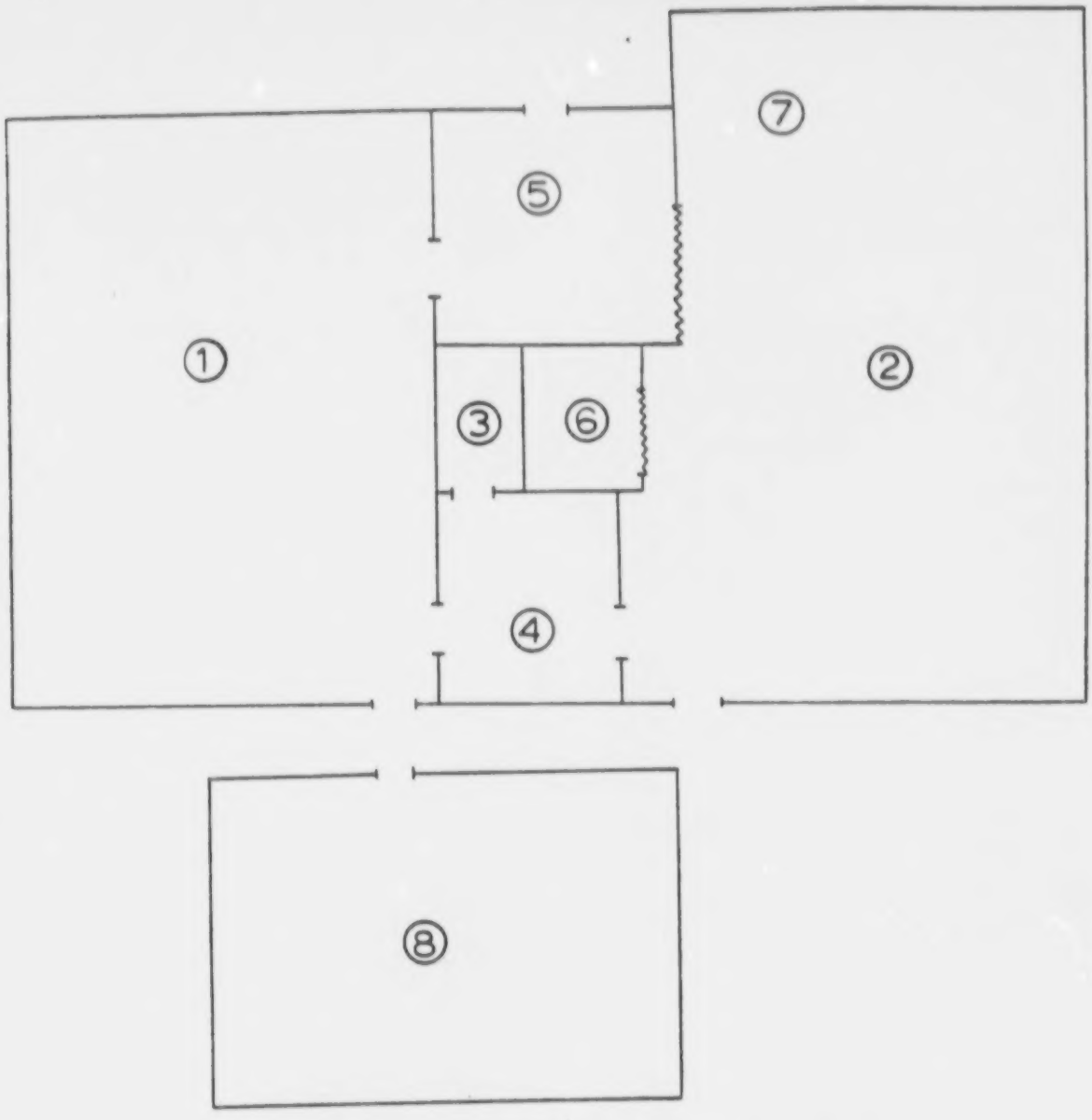


Layout for One Teacher Department

1. foods area
2. clothing area
3. walk-in storage
4. office and workroom
5. individual learning center
6. bath/fitting room
7. child development area



Layout for Two Teacher Department

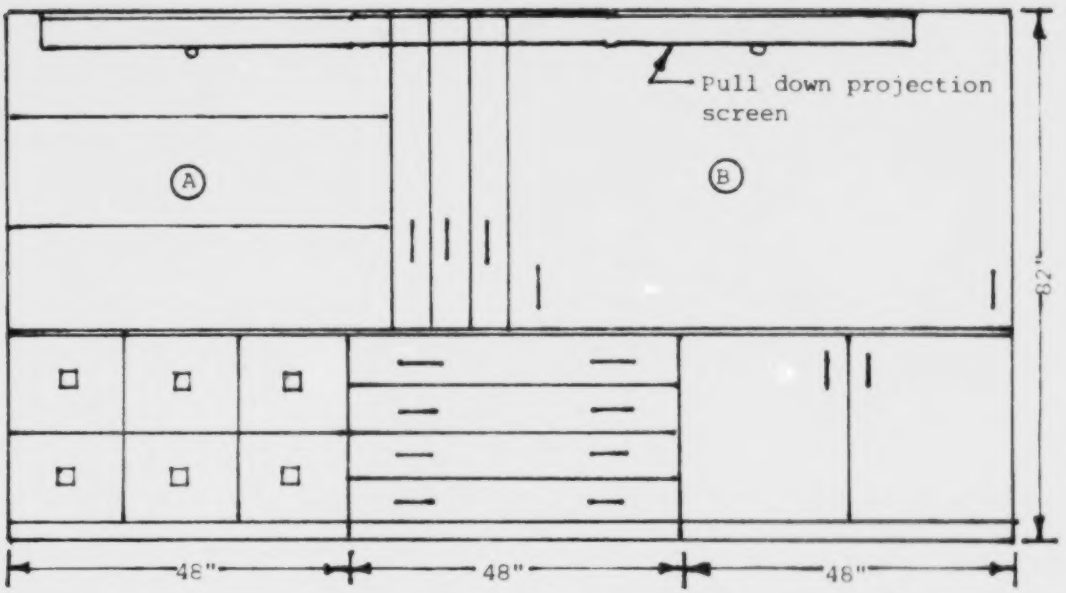


Layout for Three Teacher Department

1. Foods Area
2. Clothing Area
3. Walk-in Storage
4. Office and Workroom
5. Individual Learning Center
6. Bath and Fitting Room
7. Child Development Area
8. Multi-purpose Area

SOME ILLUSTRATIONS FOR TEACHING—LEARNING CENTER

Teaching-Learning Center Basic Unit



base cabinet with 6 file drawers

base cabinet with drawers

base cabinet with 4½" x 13" x 19" totetrays

A - Unit consists of 3 adjustable shelves 15" x 12" behind sliding chalkboard or tackboard.

B - Unit consists of 2 chalkboards and 2 tackboards and is 12' in length when closed.

E. Type of Space for Different Number of Teachers

No. of Teachers	Description of Type of Facility	Space Square Feet Min.	Opt.	No. of Work Stations
1	One all-purpose room consisting of: (a) Space and equipment for teaching clothing, foods, housing/home furnishings, individual growth pattern, and management/family economics (b) Storage for teaching materials, supplies, and student references (c) Teaching center	2256 94 sq. ft. per student	2400 100 sq. ft. per student	24 each room
		Total 2256	Total 2400	
2	Two multi-purpose rooms with: Room 1 consisting of: (a) Space and equipment for teaching foods and one or two other instructional areas listed above (b) Storage for teaching materials, supplies, and student references (c) Teaching center	1320 55 sq. ft. per student	1400 60 sq. ft. per student	24 each room
	Room 2 consisting of: (a) Space and equipment for teaching clothing and one or two other instructional areas listed above (b) Storage for teaching materials, supplies, and student references (c) Teaching center	1320 55 sq. ft. per student	1440 60 sq. ft. per student	
	Conference/office area	150	200	
		Total 2790	Total 3080	
3 or more	Two multi-purpose rooms as listed for two teachers	2640	2880	24 each room
	Classroom for each additional teacher	625 (each teacher)	800	
	Conference/office area	200	250	
		Total 3465	Total 3930	

IV. SPECIAL CONSIDERATIONS FOR AREAS OF INSTRUCTION

A. Clothing and Textiles

When selecting equipment and furnishings keep in mind that the facility will be used for activities other than clothing construction. Sewing machine tables are not recommended because they limit the use of floor space. Sewing machines can be built into a unit arrangement which fit into a table-storage table. They can be constructed without moving parts.

Equipment for clothing construction arranged in relation to point of use prevents congestion in the room. A unit arrangement of equipment that includes a table 40" x 60" for four students, two sewing machines adjacent to the table, and pressing facilities nearby aid in promoting good work habits.

Allow five feet between tables for students to pull out chairs and be seated and to permit teacher supervision. Each sewing machine and chair requires a minimum of three feet.

Allow one pressing area for each six to eight students. Include steam iron, ironing board, sleeve board, and small pressing items in each area. Cabinets for storage of pressing equipment may be distributed around the room. Space for storage of irons should be lined with fire-resistant material. A grounded electrical outlet

is needed in each pressing area. A sink should be provided in the clothing center.

Private space for fitting of student garments may be a part of the clothing area or a separate area. Two fitting rooms are suggested for coed classes. The area should be located for easy supervision by the teacher. Double or folding doors will permit observation by class members of fitting processes. Triple full-length mirrors may be installed on cabinet doors, walls, or on a portable stand.

Tables most suitable for the clothing area are 28" high. This allows for knee space when tote trays are in place. The surface should be a smooth finish which will not mar easily.

One sewing machine is recommended for each two students. These may be a combination of cabinet type and portable which may be stored when not in use. A grounded electrical outlet should be available for each machine.

Locate cabinets of tote trays near entrance of clothing construction space. Allow one tray per student enrolled in clothing construction unit at one time. Additional trays may be used for storage of small equipment and teaching materials. Minimum size of tote trays are approximately 12" x 18" x 4-3/4".

The trays fit in a special designed cabinet and are used at tables during clothing construction unit. The top of the upper tote tray should not be more than 60" from the floor.

Cabinets with adjustable rods for hanging completed garments or ones under construction should be provided. Allow two inches for each garment in determining linear space needed. A 21" depth is needed to clear a coat hanger.

Provide cabinets or other types of storage for items such as sewing equipment, fabric samples, pattern catalogs, and portable sewing machines. A variety of size items may be stored in cabinets with adjustable shelves.

Cabinets which can be locked may be desirable for some types of storage, especially completed garments.

B. Housing, Home Furnishings and Equipment

The space and equipment used for other areas of instruction, if flexible, can be adapted for teaching this area or a separate room can be used. The equipment and furnishings throughout the facility can be used for teaching-learning activities.

Sufficient wall and floor space should be available to arrange and rearrange furniture, experiment with

window treatments, accessory arrangement, and care of furniture and furnishings.

Provide cabinet or other type of storage for items such as cleaning supplies and equipment, accessories, sample wall finishes, window treatments, and floor coverings.

Have available grounded electrical outlets.

There is a need for adequate shelf storage for large and heavy items used in teaching this area.

C. Individual Growth Patterns

Space is needed for students to observe and participate in the care and guidance of preschool age children.

The child development center may be located in a designated area of an all-purpose room, in a multi-purpose room or in a separate room.

Allow at least 35 square feet of floor space per child and 10 square feet of floor space per student working with children. Additional floor space is needed for observation by students and parents, space for low movable storage cabinets with shallow, open shelves for play supplies, equipment, and children's personal belongings is also needed. Tables which can be lowered for the pre-school student, and also be standard height add flexibility.

A small kitchen with sink, refrigerator and range can

assist in food preparation. Drinking fountains should be at child height as well as sinks in the bathroom. The toilet(s) should be child size as well.

A large locked storage room for outdoor play equipment should be located near that area (at least 64 sq. ft.). (Locked storage within the room should be adequate for all indoor play equipment. Students should have a locked storage area for books and personal items not needed during class).

Locate the child development center for easy access to an outside entrance and outdoor play area. This area should have grass, cement and sand.

Arrange the indoor play area for a variety of play activities to be carried on at the same time as: creative arts, block building, free play, housekeeping, music, and storytelling. Locate space for free play and other noisy activities away from quiet activities.

A one-way mirror in an adjoining room or other provision should be made for students to observe children.

D. Management and Family Economics

This learning center may be located in any home economics classroom.

E. Nutrition and Foods

Unit kitchen arrangement with tables adjacent to the kitchens for meal service is preferred. There are four types of unit kitchen arrangements: U-type, L-type, one-wall type, and an island type. (see illustrations, page 28). When practical, it is desirable to have different types so students can experience the advantages and disadvantages of each type. Each unit kitchen should consist of: double standard kitchen sink, range, base and wall cabinets, table, chairs, and 10-12 linear feet of work surface, excluding sink and range. A minimum of 24" base cabinets are recommended at left of range, left and right of sink, plus space for mixing centers. Locate sink between range and mixing centers. If possible, include a garbage disposal in each unit. A minimum of 24" - 30" counter work space is needed for each student working in a unit kitchen. Make sure that the wall cabinets are standard kitchen size, not "lab" size (these are more narrow and do not hold dinner plates).

Adequate work centers with storage for basic equipment and supplies in each unit kitchen and special equipment and food supplies nearby will aid students in developing good work habits. At least one 48"-

wide tall cabinet which can be locked with adjustable shelves is needed for storing extra supplies, equipment, etc.

Arrange unit kitchens for easy supervision by teacher. Avoid upper peninsular cabinets and range hoods that block view.

Exhaust ducts should have fans to pull odors and fumes out of room. Extra heat will be generated in the foods center when all ranges are in use at the same time.

Location of foods area near outside entrance makes for convenience in delivery of supplies and equipment.

Provide cabinet or other type of storage for items as cookbooks, references, and students' personal items.

Include at least one refrigerator for each three unit kitchens. Provide 24" - 36" counter space adjacent to latch side of the refrigerator. A separate freezer may be desirable if used extensively as a part of the foods curriculum. Consider a commercial freezer for a large number of classes.

A mobile demonstration counter approximately 30" x 54" with adjustable mirror and storage space may be desirable. This demonstration counter may also be used in other instructional areas.

At least one portable or built-in dishwasher is recommended in each facility.

If a portable microwave oven or trash compactor will be used, allow space for each item.

A variety of cabinet and counter materials, range and refrigerator models, fuels, and kitchen arrangements provide opportunity for students to learn kitchen planning as well as use, care, and selection of equipment.

A non-porous floor covering and finish for walls in unit kitchens is recommended.

Recommendation of time- and energy-saving devices for some of the unit kitchens:

- step shelves
- door shelves
- sliding shelves
- swing-out shelves
- drawer inserts
- pull-out mixer unit
- pantry cabinet
- sliding towel racks
- cutlery tray
- cup racks
- rotating shelves
- bulletin board
- rotating shelves in corner cabinet
- deep drawer with dividers or vertical dividers for trays, lids, cookie sheets

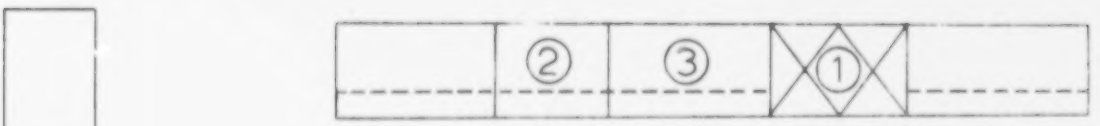
1 specialized kitchen for quantity cooking including a convection oven, grill, steamer, high temperature dishwasher, industrial mixer, microwave oven

- 3 compartment sink w/garbage disposal
- trash compactor
- one ice maker

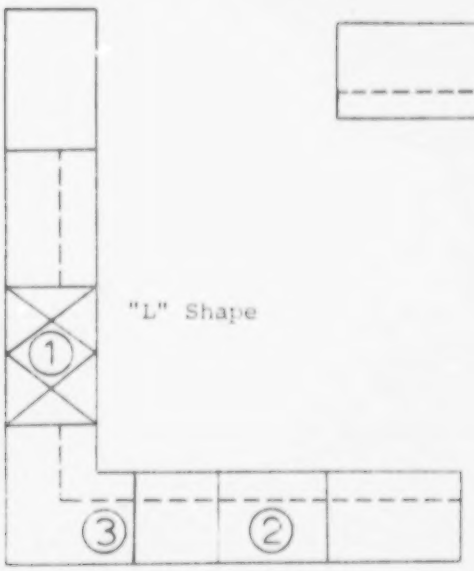
- double 110 v outlet in each kitchen
- 2 electric washers and driers
- 3 standard refrigerators
- 1 standard freezer
- 1 large commercial refrig/freezer
- storage cabinets for special equipment
- 3 overhead exhaust fans
- overhead indirect lighting
- light switches at entrance

ILLUSTRATIONS FOR FOODS CENTER

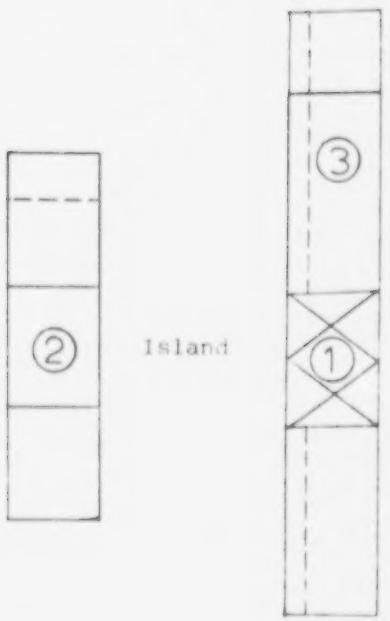
Types of Arrangements for Unit Kitchens



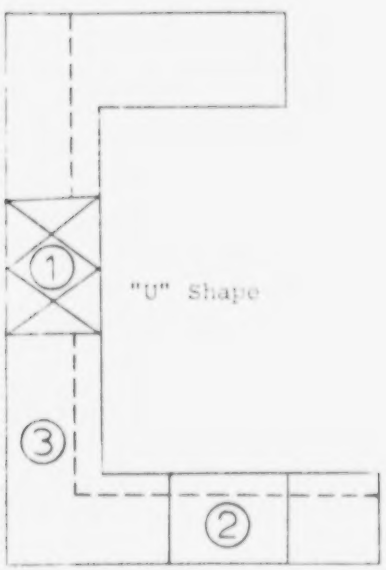
One Wall



"L" Shape



Island



"U" Shape

1. Double Sink
2. Range with Hood
3. Mixing Area

V. SPECIAL CONSIDERATIONS FOR OTHER AREAS

A. Teacher Conference Area/Office and Workroom[4]

Space is needed for teacher(s) to work with individual or small group of students in the selecting, planning, and evaluation of extended learnings, student organization activities, preparation of teaching materials, and planning of program activities.

This center may be located in a designated area of the all-purpose room or in a separate room. A separate room is desirable when there are two teachers and is essential for three or more teachers.

If a separate center is necessary, it should be accessible from all rooms in the home economics facility. It should contain desk with at least one file drawer and a chair for each teacher; table space and chairs for student-teacher conferences; table space for spreading out materials for making posters, charts, etc., and other teaching materials; typewriter; sufficient file; open shelf and/or cabinet; and storage for each instructional area and student information.

An electrical outlet is needed by each desk and additional ones in the work preparation center. A lockable storage cabinet for personal belongings of teachers should be provided.

This center can also be used for student organization activities for small groups of officers and/or members to work while classes are in session and storage of organization supplies, equipment and publications. Include space for bulletin board.

B. Storage Arrangements

"Adequate storage results from identifying all the items to be stored, the quantity and type of storage equipment needed to accommodate the items, and its most convenient location."[3] Both general storage and storage within the instructional centers are needed. The two most commonly used types of storage arrangements are: (1) the separate room and (2) cabinets and/or open shelves within the classroom. Some advantages to the separate storeroom are: leaves more wall space within the classroom and frees floor space for flexible arrangement when items not in use are placed in the storeroom. The major disadvantage is that it may take needed space from the classroom(s). A combination of the two types is desirable with a separate room for storage of large equipment which is not used frequently and cabinets in the classroom for student items, small equipment, and frequently used teaching materials.

[3] Space and Equipment Planning Resource Guide for Dual Role Consumer and Homemaking Education, Home Economics Section, Ohio State Department of Education.

The following points may be considered when planning, selecting, and locating storage facilities:

- Shelves conveniently spaced and/or adjustable to fit the size and shape of equipment to be stored such as portable sewing machines, reference books, etc.
- Drawers of depth to serve materials or equipment to be stored. For example 5" depth drawer for spoons, beaters, etc.
- Mobile base cabinets can provide additional work space and allow for more flexibility in room arrangement.
- Stacking chairs which can be stored when not in use add to the flexibility of a room.
- Movable partitions or folding doors instead of permanent walls between areas provide for flexibility.
- The top of wall cabinets and other tall storage cabinets should be in line with other architectural features as doors and windows.
- Heavy articles should be stored at a carrying level.
- Movable trays or pullout sections instead of shelves facilitate in removing articles.
- Total amount of storage space can be reduced by using

items as "Lazy Susan" shelves, divided drawers, vertical shelves, and stairstep shelves.

- Bookshelves 12" deep which may be movable (approximately nine books can be stored each linear foot).
- Provide closed storage space for items that need to be protected and are not used frequently or may detract from the appearance of the room.
- Cabinets with locks may be needed for items as: electrical appliances, portable sewing machines, food, and audio-visual equipment.
- Minimum amount of space needed for working effectively:
  - -- Six feet between parallel work counters in a unit kitchen.
  - -- Four feet in front of general storage cabinets in order to open doors.
  - -- Clearance between wall cabinets and base cabinets:

    14" clearance if the work surface is to be used for hand action - beating, stirring, kneading

    24" clearance if cabinet over sink is 12" deep

    14" clearance if cabinet over sink is 6" deep

- Depth of shelves - 12"
- Width of door - 14" maximum desirable - any wider extends too far over base cabinet when open and is a safety hazard.
- Five feet is needed around tables in foods area to allow students to get in and out of chairs and for serving of food.
- Use of ironing board requires 4-½' x 3-½'.
- Five feet between tables in clothing area permits students to pull out chairs and be seated without bumping and for teacher supervision.

[4] From: Home Economics Education Facility Planning Guide, Kentucky Department of Education, Frankfort, Kentucky, 1981.

VOCATIONAL EDUCATION PROGRAM
ASSESSMENT INSTRUMENT
SECONDARY LEVEL

09. CONSUMER AND HOMEMAKING

(Please Print)
EDUCATIONAL AGENCY _____ DATE _____

LEA SELF-ASSESSMENT COMPLETED BY:

(Name)	(Position)	(Name)	(Position)
_____		_____	
_____		_____	
_____		_____	

VISITING TEAM ASSESSMENT COMPLETED BY:

(Name)	(Position)	(Name)	(Position)
_____		_____	
_____		_____	
_____		_____	

CONSUMER AND HOMEMAKING

PROGRAM DESCRIPTION/INTRODUCTION

Vocational Consumer and Homemaking Education includes courses at 9th, 10th, 11th and 12th grades consisting of instructional programs, services and activities for the occupation of homemaking including consumer education, food and nutrition, family living and parenthood education, child development and guidance, housing and home management, and clothing and textiles. Teachers must be vocationally certified in Consumer and Homemaking.

10 (Source)

INSTRUCTIONS

The purpose of Vocational Program Assessment is program improvement. It is a three-phase process as follows:

1. Self-assessment by the local educational agency staff.
2. Team-assessment by the visiting team members.
3. Follow-up: the implementation of program improvement based upon the assessment recommendations.

1. STAFF LOCAL STAFF INSTRUCTIONS FOR SELF-ASSESSMENT

PROGRAM DATA ITEMS: Complete the information requested in the PROGRAM DATA section.

PROGRAM STANDARDS - COMPLIANCE ITEMS: (NO or YES responses)
Answer each COMPLIANCE item by circling the word NO or YES depending upon whether the program is in compliance with the standard.

PROGRAM STANDARDS - QUALITY ITEMS: (1, 2, 3, 4 ratings)
Answer each QUALITY item by circling the appropriate number according to the following four-point scale.

(1) DOES NOT MEET STANDARD
(2) MEETS MINIMUM STANDARD
(3) EXCEEDS STANDARD
(4) EXEMPLARY

STAFF COMMENT: (Explanations, special strengths, needs plans, etc.)
Write in any comments relating to the section.

SELF-ASSESSMENT SUMMARY:
List major strengths, needs for improvement, and plans for improvement for program area.

2. TEAM VISITING TEAM MEMBERS' INSTRUCTIONS

Review and analyze the staff responses to the PROGRAM DATA, PROGRAM STANDARDS, and COMMENT sections. Meet with staff members, verify information as needed, make observations and complete Team Assessment items.

TEAM ASSESSMENT: PROGRAM STANDARDS - COMPLIANCE ITEM:
Circle the word NO or YES depending upon your assessment of the program's compliance with the standard.

PROGRAM STANDARDS - QUALITY ITEM:
Circle the appropriate number according to the following four-point scale:

(1) DOES NOT MEET STANDARD
(2) MEETS MINIMUM STANDARD
(3) EXCEEDS STANDARD
(4) EXEMPLARY

TEAM COMMENTS: Briefly summarize your assessment of the program's performance in this area. Identify any special strengths, needs for improvement, or other relevant information.

TEAM ASSESSMENT SUMMARY: Indicate your assessments from previous pages under each heading on the Program Compliance/Quality Profile with a ( ) check mark. Also provide a narrative summary of your commendations and recommendations. Recommendations must include specific resources to accomplish the program improvement.

3. FOLLOW-UP A formal follow-up is to be conducted 9-12 months after the Program Assessment is completed. Instructions for phase three are provided in the Handbook.

NOTE: When Vocational Education Program Assessment is conducted as part of the North Central Evaluation, this instrument replaces the NCA instrument.

VOCATIONAL EDUCATION PROGRAM
ASSESSMENT INSTRUMENT
SECONDARY LEVEL

09. CONSUMER AND HOMEMAKING

STAFF (Please Complete the Program Data Requested Below)

(See Glossary for Definition of Terms)

(Please Print)
EDUCATIONAL AGENCY _____

PROGRAM DATA (Please Print)

Title of Course	Grade(s)	Number of Sections	Enrollment Male	Enrollment Female	Year First Offered	Completers Last Year	Instructor(s)

TOTAL SCHOOL ENROLLMENT _____
NUMBER OF STUDENTS IN PROGRAM AREA WHO QUALIFY AS:
HANDICAPPED STUDENTS _____
DISADVANTAGED STUDENTS _____
LIMITED ENGLISH SPEAKING STUDENTS _____

COMMENTS:

VOCATIONAL PROGRAM STANDARDS
ASSESSMENT INSTRUMENT
SECONDARY LEVEL

09. CONSUMER AND HOMEMAKING

1.0 PROGRAM PLANNING

STAFF > Answer Each Compliance Item By Circling the Word "NO" or "YES" Under the Self-Assessment Column

Authority Source	VOCATIONAL EDUCATION PROGRAM COMPLIANCE STANDARDS	Self-Assessment

(The organized system of planning for long- and short-term goals and objectives in Consumer and Homemaking Education will provide instructional programs designed to meet the needs of students at all educational levels.)

1 104.902 104.903
Program plan provides for the three purposes of home economics which are:
a. Prepare for home and family in a society of consumers.
b. Prepare for employment in home economics related occupations.
c. Provide articulated programs for people in multiple roles. . . . . NO YES

3 Program plan evidences with other areas of vocational education, local and statewide thrusts such as basic skills and the state plan for vocational education. . . . . NO YES

STAFF > Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment
(10)	The program plan is based on stated goals and objectives utilizing needs analysis.	1 2 3 4
	The program plan is designed for adaptation to meet the educational needs of a variety of cultural groups. .	1 2 3 4
	The program plan includes a scope and sequence which reflects vertical and horizontal articulation in the following: Check ( ) ( ) Content Areas ( ) Individual Differences of Learners ( ) State Guidelines.	1 2 3 4
	The program plan includes a minimum of five public relations activities to inform students, faculty, administration, counselors, parents, and community members about the program	1 2 3 4
	The long-range program plan provides for: a. Periodic and systematic evaluation. b. Use of evaluation for revision, addition, deletions, in the past five years. c. Articulation between consumer and homemaking and home economics related occupations education	1 2 3 4

Source	Program Standards Quality Items (Q)	Self-Assessment
(10)	Planning is based on information about needs of society, community, and students as evidenced by surveys, advisory committee minutes, long and short-range planning documents . .	1 2 3 4
	Program plan is based on an analysis of needs of both males and females in compliance with state plan for vocational education	1 2 3 4
	The budget reflects adequate funds for: Check ( ) ( ) Faculty ( ) Professional inservice education for faculty ( ) Planned curriculum ( ) Sponsorship of student organization (FHA) ( ) Resources for experimental or pilot programs ( ) Program maintenance ( ) Consumable supplies ( ) Other program operations .	1 2 3 4
	An overall, long-range plan for capital and instructional purchases reflects the future development of the department	1 2 3 4

Staff Comment:

1.0 PROGRAM PLANNING (Continued)

TEAM > Circle "NO" or "YES" For Program Compliance - Circle the Appropriate Number For Program Quality

Team Assessment of Program Compliance		Team Assessment of Program Quality	
The program meets the compliance standards for Program Planning	NO YES	The program meets the quality standards for Program Planning	1 2 3 4

Team Comment:

2.0 ADVISORY COUNCIL

STAFF > Answer Each Compliance Item By Circling the Word "NO" or "YES" Under the Self-Assessment Column

Authority Source	VOCATIONAL EDUCATION PROGRAM COMPLIANCE STANDARDS	Self-Assessment
(1)	The membership of the advisory committee includes parents, former graduates, students, related community group representatives, Board members, and educators as evidenced in meeting minutes	NO YES
	Emphasis will be given to promotion of nutritional knowledge and food use, management of resources, and parenthood education through the establishment of advisory committees	NO YES
	An advisory committee, or council, for consumer and homemaking education programs meet at least twice yearly and make recommendations for program planning, development, and implementation as documented in minutes of meeting	NO YES
(1)	104.111 (a) Program plan reflects input from advisory committee members such as parents, students, community representatives, and educators	NO YES
(1,3)	104.112 (a) (b) An advisory committee, or council, for consumer and homemaking education programs meet at least twice yearly and make recommendations for program planning, development, and implementation as documented in minutes of meetings	NO YES

STAFF > Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment	Source	Program Standards Quality Items (Q)	Self-Assessment
(10)	Advisory committee members serve as a part of a team to review program goals and objectives and determine progress made in achieving, then make recommendations for next year as documented in program plan revision	1 2 3 4	(10)	Advisory committee members make recommendations based upon participation in meetings, special study groups, involvement of specialists to solve curriculum, equipment and facilities problems as documented in meeting minutes	1 2 3 4
	Advisory committee members have visited classes while in session as recorded in minutes of advisory committee meetings.	1 2 3 4			

Staff Comment:

2.0 ADVISORY COUNCIL (Continued)

TEAM > Circle "NO" or "YES" For Program Compliance - Circle the Appropriate Number For Program Quality

Team Assessment of Program Compliance		Team Assessment of Program Quality	
The program meets the compliance standards for Advisory Council	NO YES	The program meets the quality standards for Local Advisory Council	1 2 3 4

Team Comment:

3.0 CURRICULUM AND INSTRUCTION

STAFF > Answer Each Compliance Item By Circling the Word "NO" or "YES" Under the Self-Assessment Column

Authority Source	VOCATIONAL EDUCATION PROGRAM COMPLIANCE STANDARDS	Self-Assessment
(1)	104.903 A vocational reimbursed program will include the following curriculum areas as evidenced in an overall instructional plan: Check (X) ( ) Consumer Education ( ) Food and Nutrition ( ) Family Living and Parenthood Education ( ) Child Development and Guidance ( ) Housing and Home Management (including resource management) ( ) Clothing and Textiles	NO YES
	Written course descriptions/outlines/goals/objectives/activities are on file in the home economics and administrative offices.	
(1)	104.903 (c) Special emphasis is given to reflect at least four instructional activities on energy conservation and coping with inflation as documented in lesson plans and course outlines	NO YES
(1)	104.903 (c) Consumer education is integrated into all home economics curriculum areas as evidenced in course outlines	NO YES
	The program of instruction for vocational consumer and homemaking education is designed to develop those skills, attitudes, and knowledges needed to assume competently the roles of consumer, homemaker, and family member	NO YES
	Program plan, goals, and objectives are established in four out of five areas of home economics content and student organization (FHA)	NO YES
	Number of students scheduled for a class is in relation to size of classroom, equipment, and instructional supplies and materials	NO YES

STAFF > Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment	Source	Program Standards Quality Items (Q)	Self-Assessment
	CURRICULUM			INSTRUCTION	
(10)	Program plan includes provisions for instructional materials and activities, laboratory experiences, and opportunities for exploring related community experiences in each of the four, or more, content areas	1 2 3 4	(10)	Program plan identifies attitudes, skills, and knowledge to be achieved by the students	1 2 3 4

3.0 CURRICULUM AND INSTRUCTION (Continued)

STAFF > Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment
	CURRICULUM (Continued)	
	Learning experiences are correlated to the maturity of students	1 2 3 4
	Career exploration involving identification of career opportunities and self-analysis are included for at least three curriculum areas	1 2 3 4
	Identify at least three examples where program is articulated with other levels (elementary, secondary, postsecondary, and adult)	1 2 3 4
	Evidence is available showing how recommendations from formal and informal evaluations are incorporated and what changes have occurred in instruction or program content	1 2 3 4
	Budget is projected for three to five years with written justification for five year program plan to cover home economics education instructional needs	1 2 3 4
	INSTRUCTION (Continued)	
	Varied teaching methods and instructional activities are used daily, such as small-large group discussions, field trips, guest speakers, individualized learning packets and others	1 2 3 4
	Two or more methods of assessing student progress are used during each input of instruction as evidenced by records, using such measures as student self-assessment, pre and post tests, etc.	1 2 3 4
	Competency based instruction is being used in at least two content areas as a means of structuring student progress	1 2 3 4
	Processes used in instructional program activities helps students to assume responsibilities in relation to competencies needed	1 2 3 4
	Consumer education is promoted as an elective for all students as evidenced informational materials and advisory plans	1 2 3 4
	Classes for adults are offered in at least one content area as recorded for requesting reimbursement	1 2 3 4

Staff Comment:

TEAM > Circle "NO" or "YES" For Program Compliance - Circle the Appropriate Number For Program Quality

Team Assessment of Program Compliance
The program meets the compliance standards for Curriculum and Instruction — NO YES

Team Assessment of Program Quality
The program meets the quality standards for
Curriculum 1 2 3 4
Instruction 1 2 3 4

Team Comment:

4.0 STUDENT ORGANIZATION

STAFF > Answer Each Compliance Item By Circling the Word "NO" or "YES" Under the Self-Assessment Column

Authority Source	VOCATIONAL EDUCATION PROGRAM COMPLIANCE STANDARDS	Self-Assessment
	NONE	

4.0 STUDENT ORGANIZATION (Continued)

STAFF > Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment
(10)	The Arizona association of the national Future Homemakers of America is the approved student organization for consumer and homemaking. If below standard, please identify factor(s) outside teacher control in space available	1 2 3 4
	All students enrolled in home economics are appraised of membership possibilities in the student organization, as evidenced by student interview, announcements, flyers, or posters	1 2 3 4
	A vocational certified consumer and homemaking teacher has sponsorship of FHA as a primary student sponsor responsibility	1 2 3 4
	There is a balance of student organization activities integrated into the instructional program as evidenced by teacher lesson plan, calendars, and objectives (club, money making, personal development, school, family, community service, social)	1 2 3 4
	Students plan, conduct, and evaluate student organization activities meaningful to members as evidenced by meeting agenda, minutes, and interview	1 2 3 4
(10)	Makes a contribution toward development of members' personal leadership skills, group interaction, and cooperation as evidenced by plans and interview	1 2 3 4
	A representative percent of the consumer/homemaking students are members of the student organization as evidenced by affiliation receipt. . .	1 2 3 4
	1st year - 2% 2nd year - 5% 3rd year - 10%	1 2 3 4
	The community participates in and supports the student organization activities as evidenced by file documentation	1 2 3 4
	There is a follow-up of student officers after graduation to ascertain leadership contributions to the community and profession as evidenced by survey or inventory results.	1 2 3 4

Staff Comment:

TEAM > Circle "NO" or "YES" For Program Compliance - Circle the Appropriate Number For Program Quality

Team Assessment of Program Compliance	Team Assessment of Program Quality
The program meets the compliance standards for N/A NO YES	The program meets the quality standards for Student Organization 1 2 3 4

Team Comment:

5.0 EQUIPMENT AND FACILITIES

STAFF > Answer Each Compliance Item By Circling the Word "NO" or "YES" Under the Self-Assessment Column

Authority Source	VOCATIONAL EDUCATION PROGRAM COMPLIANCE STANDARDS	Self-Assessment
(6)	ARS 15.501, Chapter 5 Safety and sanitation requirements are taught and met throughout the facility. Where applicable, courses include instruction in safety, OSHA, fire equipment use and sanitation . . .	NO YES

5.0 EQUIPMENT AND FACILITIES (Continued)

STAFF > Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment
	EQUIPMENT AND FACILITIES	
(10)	Facilities and equipment reflect a variety of economic levels, family grouping, and handicapped situations.	1 2 3 4
	A stimulating learning environment is provided through facilities that are attractive, clean, well equipped, organized, and maintained	1 2 3 4
	Facilities, equipment, and instructional materials for each curriculum area are: Check ( ) ( ) Up-to-date ( ) Reflect a variety of economic levels, family groupings, and handicapped situations ( ) Are provided through a systematic replacement plan	1 2 3 4
	Space, equipment, and supplies will support a comprehensive program in all content areas	1 2 3 4
	Classroom space is designed for a variety of individualized and group instructional activities.	1 2 3 4
	Equipment and supplies are up-to-date, safe, and in satisfactory working order.	1 2 3 4
	Adequate storage is accessible and systematically organized with locked areas available	1 2 3 4
	EQUIPMENT AND FACILITIES	
(10)	Adequate provision for care of the home economics facility is provided through services by the custodial staff	1 2 3 4
	An outside entrance is located in close proximity for easy delivery access	1 2 3 4
	Electrical outlets, lighting, temperature control, ventilation, and accoustics meet adequate requirements for instructional purposes	1 2 3 4
	Teacher(s) has a planning/conference area which includes chair, desk, and file	1 2 3 4
	Major equipment purchases made in last five years includes a maintenance and replacement plan	1 2 3 4
	SAFETY	
(6)	First aid supplies are kept in strategic places for emergency purposes in case of accidents or injuries	1 2 3 4
	Where applicable, courses include instruction in safety, OSHA, fire equipment use and sanitation	1 2 3 4

Staff Comment:

TEAM > Circle "NO" or "YES" For Program Compliance - Circle the Appropriate Number For Program Quality

Team Assessment of Program Compliance
The program meets the compliance standards for Equipment and Facilities NO YES

Team Assessment of Program Quality
The program meets the quality standards for Equipment and Facilities 1 2 3 4
Safety 1 2 3 4

Team Comment:

6.0 COOPERATIVE EDUCATION/OCCUPATIONAL EXPERIENCE

STAFF > Answer Each Compliance Item By Circling the Word "NO" or "YES" Under the Self-Assessment Column

Authority Source	VOCATIONAL EDUCATION PROGRAM COMPLIANCE STANDARDS	Self-Assessment
	NONE	

STAFF > Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment	Source	Program Standards Quality Items (Q)	Self-Assessment
	NONE			NONE	

Staff Comment:

TEAM > Circle "NO" or "YES" For Program Compliance - Circle the Appropriate Number For Program Quality

Team Assessment of Program Compliance
The program meets the compliance standards for N/A NO YES

Team Assessment of Program Quality
The program meets the quality standards for N/A 1 2 3 4

Team Comment:

7.0 GUIDANCE AND COUNSELING

STAFF > Answer Each Compliance Item By Circling the Word "NO" or "YES" Under the Self-Assessment Column

Authority Source	VOCATIONAL EDUCATION PROGRAM COMPLIANCE STANDARDS	Self-Assessment
(1)	Counseling and guidance services are used by students through required schedules, voluntary contact, and requests for help and referral by teachers or administrators as documented on student records	NO YES
(1)	Documented evidence showing that teachers and counselors assist students in making program choices by testing, conferences, visits to career centers and bringing representatives of a broad variety of occupations to the class	NO YES

STAFF > Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment	Source	Program Standards Quality Items (Q)	Self-Assessment
	NONE			NONE	

Staff Comment:

TEAM > Circle "NO" or "YES" For Program Compliance - Circle the Appropriate Number For Program Quality

Team Assessment of Program Compliance
The program meets the compliance standards for Guidance and Counseling NO YES

Team Assessment of Program Quality
The program meets the quality standards for N/A 1 2 3 4

Team Comment:

8.0 PLACEMENT AND FOLLOW-UP

STAFF > Answer Each Compliance Item By Circling the Word "NO" or "YES" Under the Self-Assessment Column

Authority Source	VOCATIONAL EDUCATION PROGRAM COMPLIANCE STANDARDS	Self-Assessment
	NONE	

STAFF > Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment
(10)	Outcomes of consumer and homemaking program contribute to employability of youth and adults in the dual role of homemaker/wage earner, based upon follow-up of students' data. 1 2 3 4	
	Periodic reports on follow-up of former home economics students are a matter of record on how they are using knowledge and skills learned in consumer and homemaking programs. . 1 2 3 4	
(10)	There is planned follow-up of local, district and state officers after graduation to determine if Future Homemakers of America leadership activities had been a positive influence in helping them to reach their present level in life 1 2 3 4	

Staff Comment:

TEAM > Circle "NO" or "YES" For Program Compliance - Circle the Appropriate Number For Program Quality

Team Assessment of Program Compliance	Team Assessment of Program Quality
The program meets the compliance standards for N/A NO YES	The program meets the quality standards for Placement and Follow-up 1 2 3 4

Team Comment:

9.0 STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

STAFF > Answer Each Compliance Item By Circling the Word "NO" or "YES" Under the Self-Assessment Column

Authority Source	VOCATIONAL EDUCATION PROGRAM COMPLIANCE STANDARDS	Self-Assessment
	STAFF QUALIFICATIONS	
(10)	Teacher(s) demonstrates skills and knowledge in the subject area and in the teaching/learning process as evidenced by long and short term plans, including evaluation plans 1 2 3 4	
	Teacher(s) bases curriculum and daily lesson plans on objectives as documented in long and short term plans . . 1 2 3 4	
	(Continued)	
	PROFESSIONAL DEVELOPMENT	
(10)	The teacher is involved in at least one community activity when in keeping with size and make-up of school area as documented in writing . 1 2 3 4	
	A provision is made for staff to update its professional knowledge and skills in order to be more effective . . 1 2 3 4	
	(Continued)	

9.0 STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT (Continued)

STAFF > Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment
	STAFF QUALIFICATIONS (Continued)	
	Teacher(s) demonstrates organizational ability in: Classroom management; Cooperative department management; Materials and supplies cared for and maintained	1 2 3 4
	A vocationally certified home economics teacher will serve as department chairman in a multi-teacher department	1 2 3 4
	PROFESSIONAL DEVELOPMENT (Continued)	
	School policy encourages teachers to attend at least one professional home economics meeting annually	1 2 3 4
	PROFESSIONAL ASSOCIATION	
	Teacher(s) is a member and participates in two professional organizations designed to improve instructional programs in consumer and homemaking education	1 2 3 4

Staff Comment:

TEAM > Circle "NO" or "YES" For Program Compliance - Circle the Appropriate Number For Program Quality

Team Assessment of Program Compliance
The program meets the compliance standards for Staff Qualif./Prof. Develop. NO YES

Team Assessment of Program Quality
The program meets the quality standards for
Staff Qualifications 1 2 3 4
Professional Development 1 2 3 4

Team Comment:

10.0 EVALUATION

STAFF > Answer Each Compliance Item By Circling the Word "NO" or "YES" Under the Self-Assessment Column

Authority Source	VOCATIONAL EDUCATION PROGRAM COMPLIANCE STANDARDS	Self-Assessment
(1)	104.402 (b) 104.622 (a) Evaluation instruments used are constructed and administered to maximize validity as evidenced by such things as the grid for objectives and use of class time, analysis of test items for difficulty and discrimination power	NO YES

STAFF > Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment
(1)	104.402 Decisions about resources for various aspects of the program are based on evaluations in terms of effectiveness and costs (time/energy/financial), as evidenced by self report	1 2 3 4
	(Continued)	
(10)	The evaluation process is used to modify and improve the instructional program as recorded and documented .	1 2 3 4
	(Continued)	

10.0 EVALUATION (Continued)

STAFF > Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment
(1)	104.402 Local district is encouraged to use program standards in the ongoing evaluation of home economics personnel	1 2 3 4
(1)	104.402 Instructional staff is evaluated periodically through such means as self-evaluation, student evaluation, and peer evaluation	1 2 3 4
	Two examples of written documentation tell how the home economics program is cooperating with community, school, and other groups	1 2 3 4
	Program is evaluated externally by students, advisory committee members, graduates, etc.	1 2 3 4
	Recommendations from self, or external, program evaluations performed at least once every five years are used as a basis for program revisions as evidenced through documents	1 2 3 4

Staff Comment:

TEAM > Circle "NO" or "YES" For Program Compliance - Circle the Appropriate Number For Program Quality

Team Assessment of Program Compliance		Team Assessment of Program Quality	
The program meets the compliance standards for Evaluation	NO YES	The program meets the quality standards for Evaluation	1 2 3 4

Team Comment:

11.0 SPECIAL POPULATION NEEDS

STAFF > Answer Each Compliance Item By Circling the Word "NO" or "YES" Under the Self-Assessment Column

Authority Source	VOCATIONAL EDUCATION PROGRAM COMPLIANCE STANDARDS	Self-Assessment
(1)	104.402 (d) Program plan includes provisions for meeting the educational needs of:	
	Disadvantaged	NO YES
	Handicapped	NO YES
	Bilingual	NO YES
(1)	104.904 (b) Program plan reflects the multi-roles of females and males. Program plan is free from sex-stereotyping	NO YES
	Both males and females are enrolled in consumer and homemaking education classes as verified by records and observation	NO YES
	Instructional materials and procedures are free of sex bias in the operation of consumer and homemaking programs at all educational levels as evidenced through a sample of materials and activities	NO YES
(1)	104.906B At least one-third of the funds available will be used to pay up to 90% of program cost in economically depressed areas to assist consumers, improve home environment, and quality of family life	NO YES

11.0 SPECIAL POPULATION NEEDS (Continued)

STAFF > Answer Each Compliance Item By Circling the Word "NO" or "YES" Under the Self-Assessment Column

Authority Source	VOCATIONAL EDUCATION PROGRAM COMPLIANCE STANDARDS	Self-Assessment
(1)	104.906 (b) (a) Outreach projects serve populations for those being served are eligible to participate in programs and that a 10% matching of funds be made by the local district as evidenced by fiscal records.	NO YES
(1)	104.611 104.612 School-age parents are able to continue their education through day care services provided for vocational education students on campus, with opportunities to learn and practice care of children under supervision	NO YES
(1)	104.402 Program plans are designed on the basis of measureable objectives and specific competencies, which are adaptable to preparing individual educational plan for students with special learning problems	NO YES

STAFF > Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment
(10)	Instructional aids and materials are provided, depending on the special learning needs of disadvantaged, bilingual and handicapped students as observed or documented in students individualized educational plans. . . .	1 2 3 4
(10)	Teacher is sensitive to the various socio-economic and cultural backgrounds of families in the school community and applies this to the instruction program as evidenced in course outlines	1 2 3 4

Staff Comment:

TEAM > Circle "NO" or "YES" For Program Compliance - Circle the Appropriate Number For Program Quality

Team Assessment of Program Compliance	Team Assessment of Program Quality
The program meets the compliance standards for Special Population Needs NO YES	The program meets the quality standards for Special Population Needs 1 2 3 4

Team Comment:

12.0 PROGRAM SUPPORT

STAFF > Answer Each Compliance Item By Circling the Word "NO" or "YES" Under the Self-Assessment Column

Authority Source	VOCATIONAL EDUCATION PROGRAM COMPLIANCE STANDARDS	Self-Assessment

NONE

STAFF > Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment
(10)	Vocational project funds are used for purposes for which granted, as recorded in the completion report. . . .	1 2 3 4
(10)	Budget is reviewed annually for inflationary changes.	1 2 3 4

12.0 PROGRAM SUPPORT (Continued)

STAFF > Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment
	Formal budget for consumer and homemaking department makes it possible to comply with program standards	1 2 3 4
	Each teacher has responsibility for the budget to manage at least one area of the curriculum	1 2 3 4

Staff Comment:

TEAM > Circle "NO" or "YES" For Program Compliance - Circle the Appropriate Number For Program Quality

Team Assessment of Program Compliance The program meets the compliance standards for N/A	NO YES
Team Assessment of Program Quality The program meets the quality standards for Program Support	1 2 3 4

Team Comment:

VOCATIONAL EDUCATION PROGRAM
ASSESSMENT INSTRUMENT
SECONDARY LEVEL

09. CONSUMER AND HOMEMAKING

STAFF

SELF-ASSESSMENT SUMMARY

EDUCATIONAL AGENCY _____ DATE _____

MAJOR STRENGTHS: _____

NEEDS FOR IMPROVEMENT: _____

PLANS FOR IMPROVEMENT: _____

VOCATIONAL EDUCATION PROGRAM
ASSESSMENT INSTRUMENT
SECONDARY LEVEL

09. CONSUMER AND HOMEMAKING

TEAM > TEAM ASSESSMENT SUMMARY AND RECOMMENDATIONS

EDUCATIONAL AGENCY _____ DATE _____

COMMENDATIONS

RECOMMENDATIONS

THIS PROGRAM (MEETS) (DOES NOT MEET) THE MINIMUM PROGRAM STANDARDS.

TEAM MEMBER _____ TEAM CHAIRPERSON _____

DATE _____

VOCATIONAL PROGRAM STANDARDS
ASSESSMENT INSTRUMENT
SECONDARY LEVEL

09. CONSUMER AND HOMEMAKING

TEAM

PROGRAM COMPLIANCE/QUALITY PROFILE

Program Compliance Profile		Areas of Assessment		Program Quality Profile			
No	Yes	Section	Subsection	Does Not Meet Standard	Meets Minimum Standard	Exceeds Standard	Exemplary
		1.0 Program Planning	Program Planning				
		2.0 Advisory Council	Local Advisory Council				
		3.0 Curriculum and Instruction	Vocational Curriculum				
			Vocational Instruction				
		4.0 Student Organization	Vocational Student Organization				
		5.0 Equipment and Facilities	Equipment				
			Facilities				
			Safety				
		6.0 Cooperative Ed/ and Occup. Exper.	Cooperative Education/				
			Occupational Experience				
		7.0 Guidance and Counseling	Guidance and Counseling				
		8.0 Placement and Follow-Up	Placement				
			Follow-Up				
		9.0 Staff Qualifications and Professional Dev.	Staff Qualifications				
			In-Service Training				
			Professional Development				
		10.0 Evaluation	Student Achievement				
			Program Effectiveness				
		11.0 Special Population Needs	Sex Equity				
			Handicapped				
			Disadvantaged				
		12.0 Program Support	Fiscal Support				
			Admin. Support				
			Program - Promotion and Recruitment				

VOCATIONAL EDUCATION PROGRAM
ASSESSMENT INSTRUMENT
SECONDARY LEVEL

09.02 Home Economics Related Occupations

STAFF (Please Complete the Program Data Requested Below)

(See Glossary for Definition of Terms)

(Please Print)
EDUCATIONAL AGENCY _____

PROGRAM DATA (Please Print)

Title of Course	Grade(s)	Number of Sections	Enrollment Male	Enrollment Female	Year First Offered	Completers Last Year	Instructor(s)

TOTAL SCHOOL ENROLLMENT
NUMBER OF STUDENTS IN PROGRAM AREA WHO QUALIFY AS:
HANDICAPPED STUDENTS _____
DISADVANTAGED STUDENTS _____
LIMITED ENGLISH SPEAKING STUDENTS _____

COMMENTS:

MS/hd/SD-2nd

VOCATIONAL PROGRAM STANDARDS
ASSESSMENT INSTRUMENT
SECONDARY LEVEL

09.02 Home Econcomics Related Occupations

1.0 PROGRAM PLANNING

STAFF> Answer Each Compliance Item By Circling the Word "NO" or "YES" Under the Self-Assessment Column

Authority Source	VOCATIONAL EDUCATION PROGRAM COMPLIANCE STANDARDS	Self-Assessment
CCBSVEP #5	Program has an LEA developed curriculum based on the competencies needed by students for entry and advancement in a HERO occupation or cluster of closely related occupations, as evidenced by written goals and objectives	NO YES
CCBSVEP #9	Each program shall meet an employment potential which is found to exist as a result of the local education agency surveying economic/manpower opportunities	NO YES

STAFF> Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment
	Teachers are involved in the development of equipment and supply budgets	1 2 3 4
	Teachers are involved in planning and development of facilities.	1 2 3 4
	A written philosophy for the home economics unit in the school provides a basis for program decisions	1 2 3 4
	The written philosophy is consistent with the philosophy of:	
	- the home economics field	1 2 3 4
	- vocational education	1 2 3 4
	- teaching and learning	1 2 3 4

Source	Program Standards Quality Items (Q)	Self-Assessment
	Program goals are continuously assessed through examining:	1 2 3 4
	- societal trends - economic trends - state and national education thrusts as career education, energy, sex stereotyping, multi-roles, mainstreaming	
	Program goals are continuously assessed through examining:	
	- manpower trends, employment opportunities - program completers and leavers - special groups; i.e., displaced homemakers, single parents, elderly, handicapped - individuals	
	Budget is projected for three to five years with written justification for five year program plan to cover home economics education instructional needs	1 2 3 4

Staff Comment:

TEAM> Circle "NO" or "YES" For Program Compliance - Circle the Appropriate Number For Program Quality

Team Assessment of Program Compliance	Team Assessment of Program Quality
The program meets the compliance standards for Program Planning NO YES	The program meets the quality standards for Program Planning 1 2 3 4

Team Comment:

VOCATIONAL PROGRAM STANDARDS
ASSESSMENT INSTRUMENT
SECONDARY LEVEL

09.02 Home Economics Related Occupations

2.0 ADVISORY COUNCIL

STAFF> Answer Each Compliance Item By Circling the Word "NO" or "YES" Under the Self-Assessment Column

Authority Source	VOCATIONAL EDUCATION PROGRAM COMPLIANCE STANDARDS	Self-Assessment
104.111 CCBSVEP #1	A local Vocational Advisory Council is operational as evidenced by its involvement in the following functions: Planning, curriculum development, evaluation, promotion, placement and continuous study of employment needs based upon or resulting from continuous study of employment needs in the community as recorded in the written minutes of council meetings during the current fiscal year	NO YES

STAFF> Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment
	The Advisory Council will have at least two meetings during the school year.	1 2 3 4
	The membership of the Advisory Council includes parents, former graduates, students, representatives from business, industry, labor, community and governmental leaders, parents, board members, and educators as evidenced in meeting minutes .	1 2 3 4
	Emphasis will be given to identification of job competencies, management of resources, including skills and attitudes and availability of jobs through the establishment of Advisory Councils.	1 2 3 4
	An Advisory Council for Home Economics Related Occupations programs meets at least twice yearly and makes recommendations for program development, implementation, and evaluation for equipment and facilities as documented in minutes of meetings	1 2 3 4
	Program plan reflects input from Advisory Council members	1 2 3 4
	Advisory Council members made recommendations based upon participation in meetings, special study groups, involvement of specialist to solve curriculum, equipment and facilities and employment problems as documented in meeting minutes.	
	Advisory Council members serve as part of a team to review program goals and objectives and determine progress made in achieving, identifying employment needs of the community, then make recommendations for next year as documented in program plan revision	1 2 3 4
	Advisory Council members have visited classes, attended and participated in state conferences as recorded in minutes of Advisory Council meetings	1 2 3 4

Staff Comment:

TEAM> Circle "NO" or "YES" For Program Compliance - Circle the Appropriate Number For Program Quality

Team Assessment of Program Compliance	Team Assessment of Program Quality
The program meets the compliance standards for Local Advisory Council NO YES	The program meets the quality standards for Local Advisory Council 1 2 3 4

Team Comment:

VOCATIONAL PROGRAM STANDARDS
ASSESSMENT INSTRUMENT
SECONDARY LEVEL

09.02 Home Economics Related Occupations

3.0 CURRICULUM AND INSTRUCTION

STAFF> Answer Each Compliance Item By Circling the Word "NO" or "YES" Under the Self-Assessment Column

Authority Source	VOCATIONAL EDUCATION PROGRAM COMPLIANCE STANDARDS	Self-Assessment
104.512(b)	The curriculum provides learning experiences representing competencies expected of employees in the H.E.R.O. represented by this program as:	
	a. Technical skills	
	b. Technical knowledge	
	c. Positive work habits	
	d. Ability to work with others	
	e. Knowledge of H.E.R.O. personnel organizations	
	f. Ability to accept responsibility	
	g. Social and economic significance of work.	NO YES

STAFF> Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment
	This program is articulated with the Consumer and Homemaking program in the school and feeder schools. . . .	1 2 3 4
	Course goals, objectives and activities are clearly stated and relate directly to a current task analysis of the occupation(s) represented in this program	1 2 3 4
	Varied teaching methods and instructional activities are used daily, such as small/large group discussions, field trips, guest speakers, individualized learning packets, and others	1 2 3 4
	Competency-based instruction is being used in job related content areas as a means of structuring student progress.	1 2 3 4
	Career preparation involving identification of employment opportunities and self-analysis are included for each occupational cluster	1 2 3 4
	Consumer education is integrated into all home economics occupational areas as evidenced in course outlines .	1 2 3 4

Source	Program Standards Quality Items (Q)	Self-Assessment
	Program plan includes provisions for interdisciplinary endeavors, instructional materials and activities, laboratory experiences, and opportunities for exploring related community experiences in each of the occupational clusters	1 2 3 4
	Special emphasis is given to reflect at least four instructional activities on energy conservation and coping with inflation as documented in lesson plans and course outlines	1 2 3 4
	A home economics occupational reimbursed program will include one or more of the following curriculum areas as evidence in an overall instructional plan:	
	Check ( )	
	( ) Food Management, Production and Services.	
	( ) Institutional and Home Management and Support Services.	
	( ) Home Furnishings, Equipment and Services.	
	( ) Care and Guidance of Children and the Elderly and Supporting Services.	
	( ) Clothing Management, Production and Services.	

Staff Comment:

TEAM> Circle "NO" or "YES" For Program Compliance - Circle the Appropriate Number For Program Quality

Team Assessment of Program Compliance	Team Assessment of Program Quality
The program meets the compliance standards for Curriculum & Instruction NO YES	The program meets the quality standards for Curriculum & Instruction 1 2 3 4

3.0 CURRICULUM AND INSTRUCTION (CONTINUED)

Team Comment:

4.0 STUDENT ORGANIZATION

STAFF> Answer Each Compliance Item By Circling the Word "NO" or "YES" Under the Self-Assessment Column

Authority Source	VOCATIONAL EDUCATION PROGRAM COMPLIANCE STANDARDS	Self-Assessment
104.513(a)	Opportunity is provided for students to become affiliated with H.E.R.O.	NO YES
104.513	A vocational certified Home Economics Related Occupations teacher has H.E.R.O. as a primary student sponsor responsibility	NO YES

STAFF> Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment
	An active H.E.R.O. chapter includes intracurricular instructional activities that provides the students the opportunity to become skilled in:	
	a. Club business procedures	1 2 3 4
	b. Fund raising activities	1 2 3 4
	c. Service projects	1 2 3 4
	d. Social competency through at least one member's banquet plus other social activities each school year, will take part in local and state-level activities . .	1 2 3 4

Source	Program Standards Quality Items (Q)	Self-Assessment
	Teacher serves as an active H.E.R.O. advisor and stimulates student involvement through intracurricular H.E.R.O. activities	1 2 3 4
	Transportation and release time for students is provided to attend approved outside activities	1 2 3 4
	The community participates in and supports the student organization activities	1 2 3 4

Staff Comment:

TEAM> Circle "NO" or "YES" For Program Compliance - Circle the Appropriate Number For Program Quality

Team Assessment of Program Compliance		Team Assessment of Program Quality	
The program meets the compliance standards for N/A	NO YES	The program meets the quality standards for Student Organization	1 2 3 4

Team Comment:

5.0 EQUIPMENT AND FACILITIES

STAFF> Answer Each Compliance Item By Circling the Word "NO" or "YES" Under the Self-Assessment Column

Authority Source	VOCATIONAL EDUCATION PROGRAM COMPLIANCE STANDARDS	Self-Assessment
ARS 15-1051 A, C	The facility complies with all of the safety standards required by state and local laws including OSHA	NO YES
	The facilities and equipment meet the current state and federal safety regulations (OSHA) . . .	NO YES

STAFF> Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment
	FACILITIES	
	Number of students scheduled for a class is in relation to size of classroom, equipment and instructional supplies and materials	1 2 3 4
	The facility for this program is located convenient to related program areas and to the other buildings on the campus for easy access of the students	1 2 3 4
	Convenient girls' restrooms and boys' restrooms are provided	1 2 3 4
	The capacity and location of electrical service is sufficient for efficient operation	1 2 3 4
	Hot and cold water is provided in a convenient wash area	1 2 3 4
	The heating and cooling systems are appropriate for this program	1 2 3 4
	The exhaust system is adequate for the program	1 2 3 4
	Room lighting is adequate for the program	1 2 3 4
	EQUIPMENT	
	Instructional equipment is:	
	a. Appropriate for instruction and are representative of current industry needs	1 2 3 4
	b. As modern as that used in industry	1 2 3 4
	c. Sufficient in numbers to allow for efficient use of students' time	1 2 3 4
	d. In good working order and are maintained following a prescribed maintenance schedule .	1 2 3 4
	e. Replaced when they become nonrepairable or obsolete . .	1 2 3 4
	f. Repaired promptly when repairs are needed	1 2 3 4
	g. Provided with safety devices that meet OSHA standards	1 2 3 4
	Audiovisual equipment is available and appropriately used in instruction. .	1 2 3 4
	Charts, wall displays, models, mock-up, etc., are available and used for instruction	1 2 3 4
	Appropriate printed materials are available for students	1 2 3 4
	The supplies and materials procurement system provides for replenishing of supplies and materials when needed	1 2 3 4
	Provision is made for a separate, telephone-equipped office for the teacher-coordinator	1 2 3 4
	Budgetary provision is made for instructional supplies and materials for general and specific related instruction.	1 2 3 4
	Instructional equipment and supplies are adequate to conduct instructional activities and achieve program goals and objectives	1 2 3 4
	There is a curriculum resource center available for teaching and student learning activities.	1 2 3 4
	References, materials and equipment are easily accessible and are used adequately in completing projects . . .	1 2 3 4

5.0 EQUIPMENT AND FACILITIES (CONTINUED)

Staff Comment:

TEAM> Circle "NO" or "YES" For Program Compliance - Circle the Appropriate Number For Program Quality

Team Assessment of Program Compliance		Team Assessment of Program Quality	
The program meets the compliance standards for Equipment & Facilities	NO YES	The program meets the quality standards for Equipment & Facilities	1 2 3 4

Team Comment:

6.0 COOPERATIVE EDUCATION/OCCUPATIONAL EXPERIENCE

STAFF> Answer Each Compliance Item By Circling the Word "NO" or "YES" Under the Self-Assessment Column

Authority Source	VOCATIONAL EDUCATION PROGRAM COMPLIANCE STANDARDS	Self-Assessment
104.532	Teacher-coordinator and training sponsor regularly, in writing, evaluate student progress and provide guidance to the student. Evaluations are on file	NO YES

STAFF> Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment
	COOPERATIVE PROGRAM ORGANIZATION AND MANAGEMENT	
	A related class is appropriately scheduled and meets as required . . .	1 2 3 4
	Teacher assigned to teach the H.E.R.O. related class is also assigned the placement/coordinating activities	1 2 3 4
	The teacher-coordinator is scheduled for two (2) consecutive coordination periods daily for a single program. A single program consists of 25 students. A planning period is provided in addition to the coordination periods	1 2 3 4
	Students are placed according to their career interests	1 2 3 4
	Students receive school credit for the supervised on-the-job training in addition to the related class	1 2 3 4
	Students receive pay for tasks performed	1 2 3 4
	Students average 15 hours of on-the-job training	1 2 3 4
	Teacher-coordinator develops an individualized training plan for each student in consultation with the student and training sponsor. Training plan is on file for each student	1 2 3 4
	Teacher-coordinator develops a training agreement for every student in cooperation with employers, students, parents. Training agreements are on file	1 2 3 4
	Teacher-coordinator makes regular coordination visits to the training site to determine students' specific needs and progress, documented by a record of visits	1 2 3 4
	Records of wage and hour reports of students are maintained for a minimum of three years	1 2 3 4
	An organized H.E.R.O. or on-the-job training program is available to students	1 2 3 4
	Students are paid a wage which is comparable to other employees performing like duties	1 2 3 4
	Students are recruited and selected for H.E.R.O. as evidenced by file documentation	1 2 3 4

6.0 COOPERATIVE EDUCATION/OCCUPATIONAL EXPERIENCE (CONTINUED)

Staff Comment:

TEAM > Circle "NO" or "YES" For Program Compliance - Circle the Appropriate Number For Program Quality

Team Assessment of Program Compliance		Team Assessment of Program Quality	
The program meets the compliance standards for Cooperative Education	NO YES	The program meets the quality standards for Cooperative Education	1 2 3 4

Team Comment:

7.0 GUIDANCE AND COUNSELING

STAFF > Answer Each Compliance Item By Circling the Word "NO" or "YES" Under the Self-Assessment Column

Authority Source	VOCATIONAL EDUCATION PROGRAM COMPLIANCE STANDARDS	Self-Assessment
104.763 CCBSVEP #2	Students have identified a career interest in a Home Economics related occupation	NO YES

STAFF > Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment	Source	Program Standards Quality Items (Q)	Self-Assessment
	The teacher actively works with the guidance and counseling service relative to future occupational opportunities, career path choices, changing occupational requirements, and other relevant areas	1 2 3 4			

Staff Comment:

TEAM > Circle "NO" or "YES" For Program Compliance - Circle the Appropriate Number For Program Quality

Team Assessment of Program Compliance		Team Assessment of Program Quality	
The program meets the compliance standards for Guidance and Counseling	NO YES	The program meets the quality standards for Guidance and Counseling	1 2 3 4

Team Comment:

8.0 PLACEMENT AND FOLLOW-UP

STAFF > Answer Each Compliance Item By Circling the Word "NO" or "YES" Under the Self-Assessment Column

Authority Source	VOCATIONAL EDUCATION PROGRAM COMPLIANCE STANDARDS	Self-Assessment
CCBSVEP #6	Local placement and follow-up services are available to vocational students completing the programs with marketable skills as evidenced by records on file	NO YES

STAFF > Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment
	Follow-up studies to determine graduates' occupational and educational status are conducted annually.	1 2 3 4
	A job placement service is provided for current students and graduates . .	1 2 3 4

Staff Comment:

TEAM > Circle "NO" or "YES" For Program Compliance - Circle the Appropriate Number For Program Quality

Team Assessment of Program Compliance		Team Assessment of Program Quality	
The program meets the compliance standards for Placement and Follow-Up	NO YES	The program meets the quality standards for N/A	1 2 3 4

Team Comment:

9.0 STAFF QUALIFICATIONS/PROFESSIONAL DEVELOPMENT

STAFF > Answer Each Compliance Item By Circling the Word "NO" or "YES" Under the Self-Assessment Column

Authority Source	VOCATIONAL EDUCATION PROGRAM COMPLIANCE STANDARDS	Self-Assessment
CCBSVEP #4A	Teachers must have a valid vocational certificate from the current occupational areas taught, including endorsements	NO YES

STAFF > Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment
	The teacher is an active member of appropriate professional organizations	1 2 3 4
	The teacher participates in a program of professional development through:	
	a. Conferences	1 2 3 4
	b. Workshops	1 2 3 4
	c. Professional courses study . .	1 2 3 4
	The teacher has on-the-job experience in the subject area	1 2 3 4
	A teacher is knowledgeable of a variety of vocational home economics programs in Arizona	1 2 3 4
	Teachers demonstrate organizational ability through:	
	- classroom management	1 2 3 4
	- cooperative department management	1 2 3 4
	- materials cared for and maintained	1 2 3 4
	- cooperation with other curriculum areas and administration .	1 2 3 4
	Teacher bases curriculum and daily lesson plans on objectives as documented in long and short term plans . .	1 2 3 4

9.0 STAFF QUALIFICATIONS/PROFESSIONAL DEVELOPMENT (CONTINUED)

Staff Comment:

TEAM> Circle "NO" or "YES" For Program Compliance - Circle the Appropriate Number For Program Quality

Team Assessment of Program Compliance		Team Assessment of Program Quality	
The program meets the compliance standards for	NO YES	The program meets the quality standards for	1 2 3 4
Staff Qualifications		Staff Qualifications	
Professional Development		Professional Development	

Team Comment:

10.0 EVALUATION

STAFF> Answer Each Compliance Item By Circling the Word "NO" or "YES" Under the Self-Assessment Column

Authority Source	VOCATIONAL EDUCATION PROGRAM COMPLIANCE STANDARDS	Self-Assessment
CCBSVEP #7	Each program conducts a yearly self-evaluation in cooperation with the local Advisory Council as evidenced by records on file	NO YES
	The district cooperates with the Arizona Department of Education in a team evaluation which will be conducted at least every five years. The results of evaluation will be used as a basis to revise and improve the programs as evidenced by the assessment report and follow-up records	NO YES
CCBSVEP #9	Documentation shall be provided to each student completing a vocational preparation program which identifies the competencies mastered	NO YES

STAFF> Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment
	A variety of evaluation procedures, based on program goals, objectives and activities, are used to determine student progress	1 2 3 4
	Students meet competencies as expected for entry level in today's industry	1 2 3 4
	Effectiveness of public relations for the program is evaluated	1 2 3 4
	Evaluation of student achievement includes evaluation of youth group activities	1 2 3 4

Staff Comment:

10.0 EVALUATION (CONTINUED)

TEAM > Circle "NO" or "YES" For Program Compliance - Circle the Appropriate Number For Program Quality

Team Assessment of Program Compliance		Team Assessment of Program Quality	
The program meets the compliance standards for Evaluation	NO YES	The program meets the quality standards for Student Achievement / Program Effectiveness	1 2 3 4

Team Comment:

11.0 SPECIAL POPULATION NEEDS

STAFF > Answer Each Compliance Item By Circling the Word "NO" or "YES" Under the Self-Assessment Column

Authority Source	VOCATIONAL EDUCATION PROGRAM COMPLIANCE STANDARDS	Self-Assessment
104.402 (d)(3)	This program complies with Public Law 94-142 "Education of all Handicapped Act"	NO YES

STAFF > Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment
	Program plan includes provisions for meeting the educational needs of:	
	Disadvantaged	1 2 3 4
	Limited English	1 2 3 4
	Displaced Homemakers	1 2 3 4
	Unemployed Youth	1 2 3 4

Source	Program Standards Quality Items (Q)	Self-Assessment
	SEX EQUITY	
	Classroom instruction, curriculum material and teaching procedures are free of sex stereotyping and promote the overcoming of sex bias	1 2 3 4
	There are no physical restrictions that would prevent a handicapped person from succeeding, who could otherwise perform in this occupational area	1 2 3 4

Staff Comment:

TEAM > Circle "NO" or "YES" For Program Compliance - Circle the Appropriate Number For Program Quality

Team Assessment of Program Compliance		Team Assessment of Program Quality	
The program meets the compliance standards for Special Population Needs	NO YES	The program meets the quality standards for Sex Equity	1 2 3 4

Team Comment:

12.0 PROGRAM SUPPORT

STAFF > Answer Each Compliance Item By Circling the Word "NO" or "YES" Under the Self-Assessment Column

Authority Source	VOCATIONAL EDUCATION PROGRAM COMPLIANCE STANDARDS	Self-Assessment
	NONE	

STAFF > Answer Each Quality Item By Circling the Appropriate Number Under the Self-Assessment Columns

Source	Program Standards Quality Items (Q)	Self-Assessment
	ADMINISTRATIVE SUPPORT	
	A communication system exists that provides pertinent information to and from:	
	a. Administration	1 2 3 4
	b. Department Chairman	1 2 3 4
	c. Other teachers	1 2 3 4
	d. Students	1 2 3 4
	e. Parents	1 2 3 4
	f. Advisory Committee	1 2 3 4
	g. The community	1 2 3 4
	Teacher(s) schedule provides for sufficient time for:	
	a. Planning and preparation	1 2 3 4
	b. Equipment maintenance where it is part of the teacher's assignment	1 2 3 4
	c. Student conferences	1 2 3 4
	d. Teaching the skills, knowledges and related activities of the designated occupations	1 2 3 4
	3.12 Provision is made for teacher recruitment of students	1 2 3 4
	Provision is made for teacher-coordinator participation in professional development activities	1 2 3 4

Source	Program Standards Quality Items (Q)	Self-Assessment
	FISCAL SUPPORT	
	The instructional program is supported by an annual board-approved budget that considers program needs and the number of students enrolled. Included are:	
	a. Staff compensation on an annual basis	1 2 3 4
	b. Staff compensation for duties performed beyond the standard teaching day	1 2 3 4
	c. Facility operation and maintenance	1 2 3 4
	d. Equipment and materials purchase and replacement	1 2 3 4
	e. Consumable supplies	
	f. Teacher travel and per diem	1 2 3 4
	g. Transportation for field trips	1 2 3 4
	h. In-service education	1 2 3 4
	i. Funds are provided for projects to develop educational materials in the area of dual role of homemaker and wage earner	1 2 3 4
	104.581 Budgetary provision is made for the teacher-coordinator to have an "extended" contract to perform placement and coordination activities	1 2 3 4

Staff Comment:

TEAM > Circle "NO" or "YES" For Program Compliance - Circle the Appropriate Number For Program Quality

Team Assessment of Program Compliance		Team Assessment of Program Quality	
The program meets the compliance standards for Program Support	NO YES	The program meets the quality standards for Fiscal Support	1 2 3 4
		Administrative Support	1 2 3 4

Team Comment:

VOCATIONAL EDUCATION PROGRAM
ASSESSMENT INSTRUMENT
SECONDARY LEVEL

STAFF

SELF-ASSESSMENT SUMMARY

EDUCATIONAL AGENCY _____ DATE _____

MAJOR STRENGTHS: _____

NEEDS FOR IMPROVEMENT: _____

PLANS FOR IMPROVEMENT: _____

TEAM ASSESSMENT SUMMARY AND RECOMMENDATIONS

_____

_____
VOCATIONAL AREA

EDUCATIONAL AGENCY _____ DATE _____

COMMENDATIONS (Please number)

TEAM MEMBER _____

(Please Turn Over)

RECOMMENDATIONS (Please number)

VOCATIONAL PROGRAM STANDARDS
ASSESSMENT INSTRUMENT
SECONDARY LEVEL

09.02 Home Economics Related Occupations

TEAM

PROGRAM COMPLIANCE/QUALITY PROFILE

Program Compliance Profile		Areas of Assessment		Program Quality Profile			
No	Yes	Section	Subsection	Does Not Meet Standard	Meets Minimum Standard	Exceeds Standard	Exemplary
		1.0 Program Planning	Program Planning				
		2.0 Advisory Council	Local Advisory Council				
		3.0 Curriculum and Instruction	Vocational Curriculum				
			Vocational Instruction				
		4.0 Student Organization	Vocational Student Organization				
		5.0 Equipment and Facilities	Equipment				
			Facilities				
			Safety				
		6.0 Cooperative Ed/ and Occup. Exper.	Cooperative Education/				
			Occupational Experience				
		7.0 Guidance and Counseling	Guidance and Counseling				
		8.0 Placement and Follow-Up	Placement				
			Follow-Up				
		9.0 Staff Qualifications and Professional Dev.	Staff Qualifications				
			In-Service Training				
			Professional Development				
		10.0 Evaluation	Student Achievement				
			Program Effectiveness				
		11.0 Special Population Needs	Sex Equity				
			Handicapped				
			Disadvantaged				
		12.0 Program Support	Fiscal Support				
			Admin. Support				
			Program - Promotion and Recruitment				

ADVISORY COMMITTEES

QUESTIONS? (SOME ANSWERS TOO!)

Page

1 WHAT IS AN ADVISORY COMMITTEE?

2 WHY THE NEED FOR AN ADVISORY COMMITTEE?

3 WHAT FUNCTIONS DO ADVISORY COMMITTEES PERFORM?

4 WHAT PLANS SHOULD BE MADE FOR ORGANIZING AN ADVISORY COMMITTEE?

6 HOW SHOULD THE FIRST MEETING BE CONDUCTED?

7 HOW SHOULD THE COMMITTEE BE ORGANIZED?

8 HOW SHOULD SUBSEQUENT MEETINGS BE CONDUCTED?

9 WHAT ARE THE CHAIRMAN'S RESPONSIBILITIES?

10 WHAT ARE THE SCHOOL REPRESENTATIVE'S RESPONSIBILITIES?

11 APPENDIX A – TYPES OF ADVISORY COMMITTEES

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FOOD FOR THOUGHT

ADVISORY COMMITTEES HAVE CONTRIBUTED TO THE SUCCESS OF VOCATIONAL PROGRAMS FOR MANY YEARS.

TODAY THERE IS NEED FOR MORE EXTENSIVE AND EFFECTIVE USE OF SUCH COMMITTEES.

IT IS IMPORTANT FOR EDUCATORS TO BE COGNIZANT OF THE TECHNOLOGICAL DEVELOPMENTS THAT WILL AFFECT THE EMPLOYMENT POTENTIAL OF THEIR STUDENTS.

ADVISORY COMMITTEES, WITH REPRESENTATION FROM EMPLOYEES, EMPLOYERS, PARENTS, STUDENTS AND FORMER STUDENTS CAN PROVIDE THE INFORMATION AND GUIDANCE NEEDED TO KEEP VOCATIONAL PROGRAMS CURRENT.

The primary pupose of this guide is to encourage educators to organize advisory committees and to provide general guidelines for their effective utilization. The material presented is only suggestive and is intended to give direction; it is not a complete textbook on advisory committees; it is not the only way that advisory committees can be effectively organized.

WHAT IS AN ADVISORY COMMITTEE?

An advisory committee is a group of persons outside the educational profession chosen from a community, state or nation to advise school officials regarding a school program.

WHY THE NEED FOR AN ADVISORY COMMITTEE?

Educating young people and adults for occupational competency requires the best cooperative efforts of the school and the community. To meet their responsibilities to their students, vocational educators must know what the community needs and wants. To help the educators meet these responsibilities, the community must know what the school is doing and is capable of doing.

Since the purpose of vocational education is to prepare people for entrance into selected occupations, or to upgrade persons already employed, it is essential that educators work closely with groups providing employment so they will know what jobs are available and how best to prepare students for them. There must be a system of understanding and communication among business, industry, education, and the community to keep the programs realistic and flexible enough to meet changing needs. Today, more than ever, these groups must work as a team and share the responsibility for educating the work force vital to the nation's economy.

There are five basic reasons for utilizing the services of advisory committees:

1. They provide advice that is not readily available elsewhere.

2. They provide important public information potential.

3. They offer advice and support for policies from a layman's point of view.

4. They can actively aid in the placement of graduates.

5. They assist in keeping educational programs up-to-date.

WHAT FUNCTIONS WILL THE ADVISORY COMMITTEE PERFORM?

Advisory Committees can provide invaluable information and support to educators who are developing or operating vocational programs. Most advisory committees perform the following functions.

1. Advise in the development of student selection criteria.

2. Assist educators in the development of goals, objectives, and activities for their programs.

3. Assist in the placement of students and graduates in jobs.

4. Assist teachers in relating instruction to the needs of the community.

5. Assist in the development and implementation of public information programs.

6. Advise as to the adequacy and appropriateness of facilities, equipment, and teaching materials.

7. Assist in community surveys related to vocational education.

8. Advise in the development and use of cooperative education training plans and agreements.

9. Recommend criteria for evaluation of programs.

10. Recommend wage scales for students in cooperative education programs.

11. Advise in the determination of minimum qualification for new teachers.

12. Advise on general policies for vocational education.

WHAT PLANNING SHOULD BE MADE FOR ORGANIZING AN ADVISORY COMMITTEE?

The effectiveness of an advisory committee may be determined by the amount of constructive planning that has taken place before the organization is actually implemented. The following suggestions are designed to help with this planning:

1. Survey the community for the following types of information:
   a. Opportunities for careers.
   b. Opportunities for part-time placement with the employers in the community.
   c. Any changing pattern in the various occupational fields which would affect future employment.
   d. Vocational interests of the high school students which could be met by a vocational program.
   e. Physical facilities which are available or may be acquired.
   f. Follow-up of recent graduating class members to ascertain the occupations entered.
2. Develop a vocational education plan consistent with the needs as found by the survey.
3. Obtain tentative approval for the plan from the appropriate school officials.
4. Select committee members.
   a. Obtain approval from the administration for the methods of selection to be used.
   b. A suggested criteria for selection is:
      (1) Interest in young people.
      (2) Experience and knowledge in the occupations involved (Employer and employee members only).
      (3) Character and integrity.
      (4) Ability to express and willingness to defend their convictions without dominating the discussion.
      (5) Willingness to work and contribute their time.

c. The committee should consist of at least five members and should include a cross section of managers, employees, parents, students, and graduates of the program who are working in the field.

d. Sources of nominees are:

(1) Personal contact.

(2) Recommendations of leaders in the field.

(3) Recommendations from trade organizations.

(4) Recommendations from school personnel.

(5) Recommendations from parents and students.

e. Approach potential member, present your plan and discuss its appropriateness.

(1) Ascertain the potential member's willingness to serve on the committee.

(2) Arrive at more than one tentative date for first meeting.

5. Write letters of appointment to be signed by the school administrator.

(1) Include time and place of first meeting.

(2) Enclose Advisory Committee Members Pocket Guide with spaces for names and meeting dates as complete as possible.

HOW SHOULD THE FIRST MEETING BE CONDUCTED?

The initial meeting is critical as far as maintaining the interest and continued support of the committee members. If the first meeting is well conducted, the new members are well informed by the school, and a degree of rapport is established—continued participation will probably be forthcoming. The following checklist will assist the educator in preparations for the first meeting.

1. Inform each member of the date, time, and place of the meeting several days in advance.

2. Send invitations to appropriate school administration.

3. Prepare agenda of the program. (Orientation of the members is the main objective.)

    a. Welcome and remarks by the chief school administrator.

    b. Introduction of the members.

    c. Nature and objectives of the school and the specific program.

    d. Brief outline of Federal and State legislation for career and vocational education.

    e. Organization of the committee.

    f. Other business. (Present at least one topic to be discussed at next meeting.)

    g. Set date for the next meeting.

    h. Adjournment.

4. Start and adjourn on time.

5. Arrange for refreshments.

6. Make a friendly phone call to the committee members and thank them for attending.

HOW SHOULD THE COMMITTEE BE ORGANIZED?

In order that the initial, and subsequent, meetings of the advosory committee make efficient use of available time, it is recommended that the committee elect officers. The following positions are deemed desirable to facilitate procedure:

1. Chairman: The first organizational meeting is generally conducted by the school organizer—then a regular chairman is elected at the first meeting.

2. Secretary: It is recommended that the secretary be the school representative by appointment.

3. School Representative: One or more persons appointed by school administration who are vitally concerned with the occupations involved.

4. Work Committees: Designated by chairman for consideration of specific problems.

5. Consultants: Experts in specific fields who are called in for advice on specific problems.

HOW SHOULD SUBSEQUENT ADVISORY COMMITTEE MEETINGS BE CONDUCTED?

The following guidelines will be of assistance in conducting advisory committee meetings:

1. Start and stop on time.
2. Follow the agenda (See Appendix C).
   a. See that all pertinent information is presented.
   b. Allow for discussion.
   c. Summarize when necessary.
   d. Get a group consensus instead of a vote on questions brought before the committee.

The following information may also be of help in conducting meetings.

How to Prepare for a Discussion

1. Have your program or purpose organized.
2. Breakdown and list the basic topic points.
3. Analyze questions to be discussed.
4. List important discussion questions.
5. Check room for comfortable temperature and lighting.
6. Place chairs around table informally and in conference style.
7. Arrange for pencils and note pads for each person.
8. Have ash trays available, if smoking is permitted at place of meeting.

Suggestions for Leading a Discussion

Step 1. Set the stage.
   a. Create an informal atmosphere and put the group at ease.
   b. State and clarify the question, problem, case or issue.
   c. Arouse interest; advance a question of the analytical or comparative type.

Step 2. Direct the discussion.
   a. Ask and redirect questions. Keep the discussion moving in a developmental direction.
   b. Indicate points of agreement and disagreement.
   c. Give appropriate credit for all relevant ideas.
   d. Encourage exploration and new suggestions.
   e. Summarize discussions when they are fully developed, and call attention to unexplored view points.

WHAT ARE THE CHAIRMAN'S RESPONSIBILITIES?

The chairman's conduct at advisory committee meetings will, to a large extent, determine the effectiveness of the committee. He will, of course, delegate many of his duties to the secretary or other members of the committee, but he is still responsible for the following functions:

1. Establishing meeting dates and calling the committee members.
2. Planning committee functions.
3. Preparing a suitable agenda. (See Appendix)
4. Providing background information as necessary.
5. Presiding at meetings.
6. Undertaking necessary follow-ups.
7. Providing reports as required.
8. Maintaining necessary personal contacts with members.
9. Assuring that physical needs are cared for.

Advisory committee members will show the greatest continued interest and participation in school projects when:

1. Their advice is sought frequently.
2. Their former suggestions have been used by the school administration.
3. Democratic procedures have been used in committee meetings.
4. Due credit is given them by having their names printed in the various school publications and news releases.
5. Members are invited often to the school to attend departmental meetings, special assemblies, school exhibits, etc., to acquaint them with the school plant and the entire educational program.
6. The school representative keeps them informed of the progress of each phase of the program.

WHAT ARE THE SCHOOL REPRESENTATIVE'S RESPONSIBILITIES?

Since the advisory committee in most cases will depend upon the school representative to guide its operation, the school representative will want to consider the following:

1. Respecting the committee's limited time.

2. Being prompt in the preparation of records (such as minutes of the meetings, etc.).

3. Not underestimating the intelligence of the committee members or their interest in educational matters.

4. Never permitting committees to become administrative in their functions. Seek a consensus, instead of a vote.

5. Never usurping the functions of the advisory committee by such actions as:

   a. Initiating programs without consulting the advisory committee.

   b. Taking action within the realm of the designated functions of the advisory committee without first consulting the committee.

   c. Failing to inform the committee of facts pertaining to the program.

6. Not setting too broad a scope of objectives for the advisory committee, or allowing the committee to deviate too far from their original objectives.

7. Avoiding use of privileged information by the committee members for their own benefit or profit.

8. Not ignoring the committee's recommendations. Appropriate action should be taken as soon as possible on each recommendation. If the proposals are not adopted by the school, committee members should be told why.

The techniques used by the school representative will be influenced by many factors and will need to be developed to fit the personnel of the committee and local conditions.

APPENDIX A

THREE TYPES OF ADVISORY COMMITTEES

1. **Temporary Advisory Committees** are used to assist in planning new facilities, developing new programs in one or more occupational areas, or any task of a temporary nature.

2. **Program or Teachers Advisory Committees** are utilized by a teacher or group of teachers in an occupational cluster.

3. **General Advisory Committees** represent the several programs in a school or school system. These committees are most useful to school administrators when their members are representatives of each of the program advisory committees.

APPENDIX B

CHECK LIST FOR EFFECTIVENESS

For Organization

1. Is there a need for the program (to be determined by a community survey).
2. Organize and submit your objectives and aims to your administration.
3. Obtain permission from your administration to organize the committee.
4. Approach the prospective members with your plan.
5. Mail the letter of invitation to the prospective members, signed by the administration.
6. Plan carefully for your first meeting.

For Operation

1. Start and stop on time.
2. Operate in advisory capacity only.
3. Have good public relations.
4. Keep all members up-to-date on all events and happenings.
5. Bring in key people on special problems—(outsiders that are not part of the regular committee).
6. Keep a high degree of interest and knowledge among members.
7. Stay on the subject—keep organized and to the point.
8. Make sure all members are involved in helping and their opinions known.
9. Arrange for members comfort while attending meetings.

APPENDIX C

SAMPLE APPOINTMENT LETTER

(School Letterhead)

(Date)

(Name)
(Address)

Dear *(Name of person)*:

It is with deep appreciation that we have learned of your willingness to serve as a member of the General Advisory Committee of *(Name of school)*.

Much of the success of our Vocational Education Department is due to the efforts of the advisory committee members. It is through the enthusiasm and interest of citizens such as you that it is possible for this educational institution to provide the citizens of *(Name of community)* education opportunities which will be of the greatest benefit to them.

May we thank you for your consideration in assisting in this advisory capacity. We sincerely hope that you will find your association with our program both pleasant and rewarding.

Very sincerely yours,

(Name of administrator)

APPENDIX D

SAMPLE AGENDAS FOR REGULAR MEETINGS

AGENDA

* * *

Carpentry Advisory Committee Meeting
(Date)

7:30 p.m. Meeting Called to Order . . . . . .Chairman

Minutes of Last Meeting . . . . . .Secretary

Report of the Sub-Committee on Safety Practices Observed in the School Shop and in Work on Class Project:

Discussion of Report and Recommendations

Additional Tools and Equipment Needed for the Class:

Report or Status of Equipment and Tools on Hand . . . *(Name)*, Instructor

Discussion and Recommendations

Plans for Class Project for School Year:

Report of Tentative Plans . . . . . *(Name)*, Principal

Discussion and Recommendations

Other Business

10:00 p.m. Adjournment

APPENDIX E

AGENDA FOR GENERAL ADVISORY COMMITTEE MEETING

(District)

(School)

Division of Adult and Vocational Education

BUSINESS EDUCATION DEPARTMENT

Opening of Meeting

Reading of Minutes of Last Meeting

Report on Classes Started Since Last Meeting

Recommendations: New Classes, Textbooks, Teachers

Discussion of New Classes to Meet Need of Community

Report on Building Plans

Closing of Meeting

Tour of Reading Laboratory

APPENDIX F

SAMPLE MINUTES OF ADVISORY COMMITTEE MEETING

MINUTES

Meeting of the Business Education Advisory Committee

Date: _____ 19____ Place: _____ Time: _____

Members Present: _____

_____

_____

Members Absent: _____

Others Present: _____

MINUTES:

The Chairman, *(Name)*, opened the meeting and called for reading of the minutes of previous meeting.

The coordinator reported on the status of new classes: efficient reading, IBM tabulation and key-punch training, and preparation for Civil Service exams.

A discussion followed of possible new classes to meet the expressed needs of the community, and the chairman called for recommendations for classes, textbooks and teacher qualifications. Approved were: workshop course for medical secretaries; reorganization of advanced typing laboratory; adoption of a new shorthand text.

The coordinator reported on the plans to host the State meeting of FBLA/VOCA.

The committee voted to meet semimonthly instead of monthly.

The coordinator took the group on a tour of the remedial reading laboratory.

Meeting adjourned at *(Time)*.

Respectfully submitted,

Secretary

Coordinator
Original for committee files and copies for each member and interested administrator.

APPENDIX G

SAMPLE FORM

Prospective Advisory Committee Member Interview

Name_____

Home Address_____ Phone_____

Name of Business_____

Position_____ Phone_____

Address of Business_____

Type of Business_____

Approximate Number of Employees: Men_____ Women_____

Does your company have representatives on other advisory committees?

Yes_____ No_____

When is the best time for you to meet on the committee?

	Time
Breakfast	____
Lunch	____
Afternoons	____
Evenings	____

Would you need transportation to attend meetings? Yes_____ No_____

COMMENTS:_____

_____

_____

_____

_____

APPENDIX H

SAMPLE NEWS RELEASE

For Information, Contact
(Name, Telephone Number)
(Date)

(Indicate for)
IMMEDIATE RELEASE
(or)
(DATE OF RELEASE)

VOCATIONAL PROGRAM
GETS GO–AHEAD

(Name), the Vocational Education Advisory Committee Chairman at *(School)*, conducted the first meeting of the school year on *(date)*.

Eighteen of the twenty regular members representing the industries of *(town or city)* were present.

It has been agreed that a Vocational Education program be initiated next fall. Both the school administrators and committee members unanimously agreed that there is an outlet for students through this program, and industry will counsel in the curriculum construction and help in the placement after graduation.

(Name), State Superintendent of Public Instruction, and *(Name)*, the State Director of Vocational Education, agreed to give their full support to assure successful organization and operation of this program.

##

APPENDIX I

SAMPLE LETTER OF APPRECIATION

(Date)

(Name)
(Address)

Dear *(Name)*:

We would like to take this opportunity to express our sincere thanks and appreciation to you for your participation on our General Advisory Committee. Through your time and efforts many recommendations for our Industrial Education Department have been realized.

School administrators have found that citizen advisory committees can provide valuable assistance in determining the need for curriculum changes in evaluating the educational program, in securing financial support for expansion and improvement of the school, and in many other problems facing educators.

School administrators and teachers realize that their "product"—young people educated to assume their responsibility as citizens of the community—will be qualified to the extent that the community participates in developing the specific educational and training programs offered by the school. It is for your participation towards this end that we are indeed grateful to you.

As a special "end of the year" gesture of thanks, a banquet is being held on *(Date)*, at *(Time p.m.)* for all committee members and their guests. It will be in the banquet room of the *(Place, Address, City)*.

We hope your schedule will permit your attendance at this event, and we would appreciate your notification as soon as possible so that reservations can be made.

Sincerely yours,

THE IMPACT OF MICROCOMPUTER AND HIGH TECHNOLOGY ON THE HOME

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Home Economics Education Funded Project
University of Arizona
and
Arizona Department of Education
May 15, 1983

The personal microcomputer is one of the most exciting technological advances of the twentieth century. Research indicates that by 1990, 35 million to 50 million microcomputer units may be installed in the home. Survey results by Yankelovich, Skelly and White indicates that 80 percent of those surveyed believed computers will be a common piece of household equipment; 67 percent believe computers will improve the standard of living; 66 percent believe computers will improve the quality of education; and 73 percent believe they will be working at home via a computer terminal.[2] This dramatic rise of computer use and its impact on society is further exemplified by Statland's statement that,

> "In the 1970's it was estimated that one out of every six men, women, and children had their daily lives affected by a computer. This statistic should change to one out of every two lives that will be affected on a daily basis by 1984--the magic year designated so long ago by George Orwell as the advent of the automated society."[3]

As one discusses a computer, one needs to be cognizant of what a computer does. Computers use electronic pulses to manipulate data, store information, perform calculations and assist with decision making. Computers are instructed by a computer program which is referred to as software. It is the software that makes the computer perform a task.

Within the home, ten possible uses for a computer include:

"1. Data base access
2. Computer literacy
3. Programming
4. Entertainment
5. Education
6. Telebanking
7. Teleshopping
8. Electronic messaging
9. Command and control
10. Personal business (including word processing)."[4]

In a 1982 study, Dickerson discovered that the owners of home computers ranked these uses of this household appliance in the hierarchy of playing games, learning how to use the computer, learning a computer language, budgeting, conducting family business, analyzing investments, figuring income

tax, and calculating cash flow analysis. The least performed tasks on a home computer are menu planning and shopping lists.[5] Men are more likely to use the home computer for all types of activities while women tend to use the home computer for budgeting, learning a computer language, and learning how to use a computer. Children use the home computer to learn computer languages and how to use a computer, make decisions, maintain inventories, play games, do homework, and complete drill and practice programs.[6]

So what does the influx of computers into our homes, schools, government agencies, and business establishments mean to the average consumer? People are discovering that one must be computer literate to survive in the information age. To be computer literate, one ought to know:

"-how computers are used
-what a computer can and cannot do
-what a program can and cannot do
-how computers work
-how to use a computer
-the impact of computers on society
-how computers can develop the skills of decision making and coping with change
-an introduction to or awareness of programming."[7]

The purpose of this paper is to address how computers are or will be used in the home. One must bear in mind that rapid technological advances in the computer industry occur daily. The possible uses of a home computer system are limited only by one's imagination. In no way can all technological advances be addressed in this report.

One of the most common uses for the home computer is financial applications. Cash, checking, savings, installment loan, and credit card accounts can all be managed for the home via a computer. Investments such as stocks, bonds, commodities, and income property could be also monitored. Financial planning in the form of budgets, loan computations, home purchase and income property analysis, and net worth calculations can be accomplished on the home computer system. Software packages are also available to prepare and plan one's income tax.[8]

Technology is now available to move family purchases from a credit card to a "chip card." The chip card contains a four-Kilobyte silicon chip. This card is used to check one's bank accounts, pay bills, and review the payment of bills. The remarkable aspect of the chip card is that all of these tasks can be performed at home with a microcomputer. Data is sent through the telephone lines.[9]

Conducting employment responsibilities from one's home is another popular use of the microcomputer. Terminal access from the personal computer to the business computer allows employees more flexible work hours and reduced transportation costs. Cottage industry or the at-home business also benefits from using a computer. Accountants, lawyers, therapists and other professionals are doing their office work from the home.[10] Word processing packages are used to write articles, books, and other publications. Some cottage industries may focus on computer programming and/or computer consulting.[11]

Data bases are also finding a place in the home as communication technological advances are made. There are two types of data bases--videotex and teletex. According to the American Bar Association, videotex is two-way communication between a home computer and a data base. Teletex is continual communication from a data base to a home computer.[12] An example of videotex is Prestel, which was developed in the United Kingdom. Information is stored on a large central computer and information is distributed to individuals via phone lines. The information is displayed on a home computer. Printed copies can also be made at home providing one has a printer attached to the computer. Weather, airline schedules, news, and sales information are examples of the wide variety of information available to Prestel subscribers.[13]

In the United States, a videotex experiment in Coral Gables, Florida, is being sponsored by AT&T and Knight-Ridder newspaper. Based on Prestel, 500 homes received terminals and were hooked to a data base. Magazines, newspapers, advertisers, stock brokers, mail order houses, and other sources are included on

the data base. A "backyard fence channel" is also available to call up neighbors for recipes, messages, trips, and such. Similar videotex systems include Viewmark by Cox Cable in San Diego and Qube in Columbus, Ohio.[14] The Source, a teletex system, is also available to cable subscribers. Text files are purchased from various companies. Entertainment, news stories, airline schedules, reviews, electronic mail systems, and education packages are included in the Source.[15]

Experts differ as to the reasons why individuals will purchase a data base. Andy Zeinfeld of Radio Shack Computer Center believes that videotext will be the most widespread use of microcomputers in the future. Zeinfeld predicts individuals will purchase a home computer and/or dummy terminal primarily to access a data base.[16] However, John Gariepy of Software Unlimited disagreed with this point of view. Gariepy stated that people will not buy a microcomputer <u>just</u> to access a data base, although a data base is a nice benefit for the computer owner. Gariepy added that the purpose of a data base is the same as a library. Therefore if people just want an information source, they are more likely to use a public library.[17]

Home computers can also benefit handicapped and elderly persons. Voice recognition, speech synthesis, and physical movement can be accomplished via a microcomputer. Those with limited use and/or control of hand and arm muscles can use an Apple computer, thanks to a new keyboard with a "large, pressure-sensitive keyboard."[18] However, many of these high-level technological communication devices are expensive.

Computer technology is also being incorporated into architectural design. Condominiums are now available in New Jersey which utilize high technology throughout the dwelling. Computerized sun lamps and saunas, talking elevators, stock and weather reports, built-in vacuum cleaners, security systems, and smoke detectors connected to the city fire department are just a few of the options featured in the development. The price tag for one of

these high tech condominiums ranges from $400,000 to $750,000.[19]

Computers are also changing the way people are educated both in the school and at home. There has been much discussion as to who, what, and where children will learn. Some believe that an increased number of children may be educated at home by their parents and adult continuing education will be commonplace at home via a computer.[20] According to Jean Dietch of an educational software consulting firm, educational software for home use has a larger market than for the schools.[21]

Lola Gerstenberger, Apple Computer, Inc., does not believe that a large number of parents will withdraw their children from school and educate their youngsters at home. She also does not believe that computers will replace the school and teachers. Gerstenberger emphasizes that computers are learning tools which enhance the teacher's work just as video tapes, films, and vilmstrips do.[22] Parents may choose to supplement their child's education at home with their computer to improve reading, writing, math and other skills.

One of the factors most influential in the rising number of home computers is the increasing number of computers in the schools. In June, 1982, 90,000 microcomputers were in the schools. It is projected that by 1985, 150,000 microcomputers purchased for $3,000,000 in equipment and $75,000,000 in software will be in the schools.[23] In addition to regular classroom delivery systems, microcomputers are used for drill and practice, tutorials, instructional games, demonstrations, and simulations. The educational advantages of microcomputer use include provision of individualized instruction, emphasis on logical thinking patterns, and accommodation of alternate thinking styles.[24] Computers can help people become more descriptive and specific in communicating with other people. A person who uses a computer tends to become more analytical in thinking.[25]

A number of societal and technological changes are altering daily life. Futurists have identified six societal changes. These changes will affect the workplace and the home. The expected changes include:

1. The secretary will either become a vital part of the management team or disappear entirely. The "boss-secretary relationship" will not be what it is now.

2. Telecommunications will allow more people to work at home and submit the day's work through the home terminal.

3. Increased leisure time since computers do work faster and more efficiently.

4. More computer games will be available to challenge the mind.

5. With leisure time and less commuting time, families will spend more time together. There may be increased emphasis on family members cooperating with one another.

6. Home computers will be a common household appearance.[26]

A number of changes are foreseen in the computer industry. Apple and Radio Shack will be the leaders since most programs are designed to run on one or the other of these companies' machines. Please remember software is not easily interchangeable among various computers. Initially, more third-party software companies will be needed to create a variety of quality software. Educational publishers will also develop software. Smaller and cheaper models will move into the home and into the schools. Finally, IBM software will begin to appear moving the IBM into classrooms.[27] Integrated software will also appear more frequently on the market. These are packages that can perform several functions such as budgeting, word processing, and filing. The advantage to integrated software is that it can be used for different operations and displays with data. Otherwise one has to change software and the data usually will not transfer among different packages.[28]

A technological advancement which will make an impact on 1984 microcomputer sales is portable and hand held computers.[29] Portable computers will weigh 10 pounds and use bubble memory. The information from the bubble can be transferred to a disk. Power will be a rechargeable battery pack.[30] A computer research firm predicts that portable and hand held computers will outsell the "des top computers by 1985."[31]

Based on the information presented, Consumer and Homemaking programs are faced with several issues. Seymour Papert, author of

Mindstorm, states, "Conservatism in the world of education has become a self-perpetuating social phenomenon." Educators tend to lack the skills and desires needed to be innovative. Those who have the skills and desires are often driven out of the public school system.[32] In order for computers in education to be successful, schools must become more receptive to this new teaching tool.[33]

One method to alleviate this problem is through inservice education programs to teach consumer and homemaking teachers how to use the microcomputer. Don Rawitsch, Minnesota Educational Computing Consortium, stresses a relaxed, friendly atmosphere when inservicing teachers. Inservice should focus on how the microcomputer can be used within the classroom rather than how the computer operates. Inservice programs ought to include:

"-Activities to overcome negative attitudes or fears
-Definitions of computer terms
-Familiarity with the major components of a microcomputer system
-Familiarity with microcomputer operations through hands-on use
-Introduction to basic programming
-Sources of information
-Methods of critiquing software
-Sources of software."[34]

Consumer and homemaking professional organizations need to put more pressure on software companies to develop quality educational software. Good educational software will encourage "Skills for the information age-creativity, logical thinking, organizing information, and visual problem solving...." Most of all, the user must be in control of the program.[35] These organizations need to decide that one of their goals for the following year will be to lobbby software companies to improve their software. Textbook publishers also need to encourage and to develop companion software for their textbooks.[36]

One of the characteristics of the Information Age is rapid change both technologically and socially. The way households shop, receive information, educate children, manage family resources, and earn a living will change. Consumer and homemaking programs must incorporate teaching units designed to assist students to cope with change. People in today's society will not be

able to avoid technology; they will be required to choose how to cope with change. Coping alternatives include rejecting, ignoring, adapting, or controlling the changes computers and high technological advances present to society and family. Consumer and homemaking programs must address and deal with the impact of microcomputers and high-technology in the home in order to be the innovators rather than the laggards in education.

ENDNOTES

[1]David Needle, "400% Rise in Home-computer Sales Predicted for '82", InfoWorld, 4 (September 20, 1982), p.12.

[2]Michael Moritz, "The Computer Moves In", Time, 121 (January 8, 1983), p.23.

[3]N. Statland, "Computers--Their Impact on People's Lives in the 1980's", Computers and People, 28 (1979), p.7.

[4]Needle, p.12.

[5]Mary Dee Dickerson, "Characteristics of Owners and Nonowners of Personal Computers", Ph.D. dissertation, Oklahoma State University, 1982, p.79.

[6]Dickerson, p.82.

[7]J. D. Gawronski and Charlene E. West, "Computer Literacy", ASCD Curriculum Update, (October 1982), p.3.

[8]Statement by E. Gene Barlow, microcomputer engineer, personal interview, Phoenix, Arizona, October 1, 1982.

[9]_____, "Smart Card Lets You Shop and Bank at Home", Popular Computing, 2 (December 1982), p.21.

[10]Tom Shea, "The Impact of Micros on Society is Now, Not Later", InfoWorld, 4 (September 27, 1982), p.20.

[11]Barlow.

[12]David Schoenfeld, "Computer Information Systems", Proceedings of the Fifth Mid-American Consumer Conference, Stillwater, Oklahoma, 1981, p.27-31.

[13]A. Smith, "All the News That Fits in the Databank", Saturday Review, 18 (1979), p.53.

[14]Schoenfeld.

[15]_____, "Computer Queries--What is the Source?", Keeping Up with Computers, 1 (December 1982), p.4.

[16]Statement by Andy Zeinfeld, microcomputer marketer, personal interview, Tucson, Arizona, March 11, 1983.

[17]Statement by John Gariepy, microcomputer software marketer, personal interview, Tucson, Arizona, March 30, 1983.

[18]_____, "Keyboard for the Handicapped", Popular Computing, 2 (March 1983), p.30.

[19]_____, "Lush Isn't the Word for these High-Tech Condos", Popular Computing, 2 (December 1982), p.18.

[20]Shea.

[21]David Needle, "Atari 'Sesame Street' Creators Plan Education Video Games", InfoWorld, 4 (September 20, 1982), p.7.

[22]Statement by Lola Gerstenberger, microcomputer education marketer, personal interview, Cupertino, California, November 22, 1982.

[23]Dan Watt, "Selling Micros to Schools", Popular Computing, 2 (December 1982), p.48.

[24]Seymour Paper, Minstorms, (New York: Basic Books, Inc., 1980), p.27.

[25]Ibid., p.98-99.

[26]Shea, p.20.

[27]Watt, p.54.

ENDNOTES (continued

[28] _____, "New Software Takes the Drudgery Out", Business Week, _____ (December 13, 1982), p.73.

[29] Needle, "400% Rise in Home-computer Sales Predicted for '82", p.12.

[30] Paul Freiberger, "Bubble Memory is no Longer the Stuff of Dreams", InfoWorld, 4 (July 12, 1982), p.27-28.

[31] _____, "Portable and Hand-held Computers", InfoWorld, 4 (July 12, 1982), p.27.

[32] Papert, p.27.

[33] Dan Watt, "Informal Learning", Popular Computing, 2 (March 1983), p.60.

[34] Gawronski and West, p.3.

[35] Watt, "Informal Learning, p.60.

[36] Gerstenberger.

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COMPUTER RESOURCE MATERIALS APPROPRIATE FOR HOME ECONOMICS IN ARIZONA

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December 30, 1982

MICROCOMPUTERS IN THE HOME ECONOMICS CLASSROOM

"The future is not what it used to be." Proof of this statement is seen as more computers enter the home, business sector, and school system.

In education, we are experiencing a "Grass Roots Revolution" for computer education. School districts are passing mandates that all teachers must be computer literate. (In the state of Arizona, some people believe computer literacy of new teachers will be mandated in a year or so.)

So what does it mean to be computer literate? There is no one set definition of this term "computer literate." However, the most precise definition found by the Southern Inservice Home Economics Teacher Education Project contains eight components. To be computer literate, one should know:

1. How computers are used.
2. What a computer can and cannot do.
3. What a program can and cannot do.
4. How computers work.
5. How to use a computer.
6. The impact of computers on society.
7. How computers can develop the skills of decision making and coping with change.
8. An introduction to or awareness of programming.

Let's face it--becoming "computer literate" takes time! If one is willing to keep abreast of current trends and technology, s/he won't be left behind as we enter the information age.

The computer age sounds like a wonderful idea - Right? What are <u>some</u> of the obvious advantages to having a computer?

1. Unlimited patience with students--the computer doesn't get mad!
2. Individualized learning.
3. Increased speed and efficency in performing repetitive tasks.
4. Increased speed and efficency in performing complex problems.
5. Reduced costs once the computer system is installed.

To be fair about this whole idea of microcomputer education, we must also recognize some of the weaknesses or disadvantages of installing a microcomputer.

1. Intial cost of the system.
2. Lack of properly trained personnel.
3. Internal security and internal control.
4. Difficulties in locating <u>quality</u> software that is user friendly.

HOW TO BUY HARDWARE

There are no concrete direction to follow when purchasing hardware. The Inservice Home Economics Education Project at the University of Arizona suggests that one adapt the following steps to meet the individual's consumer behavior and school district's guidelines. Always remember "CAVAET EMPTOR" or "BUYER BEWARE".

1. Determine what you want to do with a computer.

   i.e. word processing, filing, financial planning, education, games.

2. Shop for the types of software that meet the needs you have identified.

3. Consider system that have the type of software you want. Take into consideration the following:

   a. Which CPU system does it have?
   b. What is its memory (K) capacity?
   c. What are the maintenance costs? (warranty, upkeep, etc.)
   d. What are expansion capabilities?

4. Play on the system you are considering.

   a. DO NOT believe everything the salesperson tells you--they are not computer experts! Their job is to sell you a computer.
   b. Insist on using the software you are considering.

5. Choose a system. Remember to check out its

   a. software library
   b. cost
   c. maintenance
   d. expansion capabilities

For a comparison of microcomputer features, please refer to the Money magazine article on the following page.

HOME USES OF A MICROCOMPUTER SYSTEM

Microcomputers can be used in a multitude of ways within the home. Here is a summary outline of home applications of a microcomputer system. Remember that many of these applications can be used in the home economics classroom.

1.0 Business related applications

1.1 Business at home (Cottage Industry)
-home business accounting
-word processing
-bookkeeping for others
-write articles, books
-write computer programs
-computer consulting

1.2 Terminal access to business computer
-people are beginning to work from their homes for a particular company. This is partially due to the energy shortage and rising transportation costs.

2.0 Financial applications

2.1 Manage Home Accounts
-cash accounts
-checking
-savings
-installment loans
-credit cards

2.2 Manage Investments
-stocks, bonds, commodities
-real estate
-income property

2.3 Financial Planning
-budgets
-loan computations
-home purchase analysis
-income property analysis
-net-worth calculations

2.4 Tax Preparation and Planning

3.0 File Organizations

3.1 Lists of People
-phone
-address
-mailing labels
-birthday lists
-geneology records

3.2 Lists of Things
-personal property inventory
-auto maintenance records
-magazine articles

3.3 Lists of Time (Schedules)
-calendars
-appointments
-agendas
-action list
-project training

4.0 Word Processing

4.1 Personal letters
-duplicate letters
-file of letters

4.2 Family histories

4.3 Resume preparation

4.4 Presentation material
-handouts
-foil projections

4.5 English aids
-spelling checkers
-grammatical editing

5.0 Volunteer Work

5.1 Churches
-membership lists
-mailing labels
-financial records

5.2 Charities
-contributor lists
-mailings
-financial records

5.3 Sports
-Little League
-Swimming team time recording
-Bowling leagues
-Golf handicaps
-Tennis handicaps

6.0 Education

6.1 Computer Assisted Instruction
-mathematics
-vocabulary
-speed reading
-touch typing
-continuing education

6.2 Computer Education
-computer familarity
-computer programming

7.0 Communications

7.1 Access to Large Data Bases
-Source
-Dow Jones

7.2 Timesharing Systems (For Programming)

7.3 Networking/ Electronic Mail

7.4 Bulletin Board System
- one person or club gets together on a central computer. They send out information, tips, and messages.

8.0 Hobbies

8.1 Computer Graphics (art)
-graphic pads and plotters
-photo synthesis
-video tape recording

8.2 Music Synthesizers
-piano keyboard input
-stereo output
-music education
-computer music collections
-computer music composition

8.3 Amateur Radio Hobbyists
-call logs
-code generators

8.4 Photographic Slide Lists

8.5 Lists of Collections
-stamps, coins, etc.

9.0 Entertainment

- 9.1 Arcade games
- 9.2 Strategy games
- 9.3 Adventure games
- 9.4 Gambling aids
- 9.5 Astrology and biorhythms

10.0 Kitchen

- 10.1 Recipe programs
  - -filing of recipes
  - -quantity adjustments
  - -menu selection
- 10.2 Nutritional programs
  - -nutritional calculations
  - -calorie counters
  - -diet planning
  - -programmed exercises
- 10.3 Note pad programs
  - -message board
  - -shopping list

11.0 Process Control

- 11.1 Energy control
  - -lights
  - -heat, air conditioning
- 11.2 Security
  - -fire alarm
  - -burglar alarm
  - -emergency aids for the elderly
- 11.3 Aid to the Handicapped
  - -speech synthesis
  - -voice recognition
  - -physical movement
  - -conversation for the deaf over long distance lines

TYPES OF SOFTWARE

Three basic types of software packages are used in the home economics classroom. These include computer-managed instruction mode (CMI), computer-assisted instruction (CAI), and home software.

CMI is used to manage the classroom. The instructor, rather than the student,interacts with the computer. The computer is used to grade or prepare tests, maintain gradebook records, prepare rosters, do statistical evaluations on classes, or prepare enrichment or remedial programs for individual students or the entire class. Computers are also used to monitor a departmental or classroom budget and to store the department's inventory.

In computer-assisted instruction (CAI), the student interacts directly with the computer via a terminal during the learning process. The computer supplements or, in some cases, may even replace the teacher. The student is given instructions, is asked questions, and receives responses from the computer. CAI can provide drill work, exercises, and remedial or enrichment material, prepare tests, or simply carry on a dialogue with the student.

There are five classifications of programs within CAI--drill and practice, tutorial, demonstration, simulation, and instructional games.

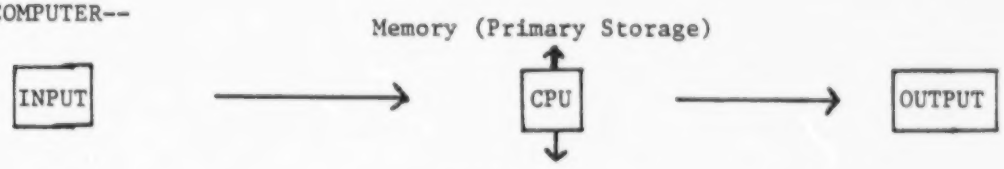
1. Drill and practice programs are used to reinforce previously learned concepts.
2. Tutorial programs instruct the student similar to a teacher.
3. Demonstration programs graphically illustrate a theory, graph, or relationship.
4. Simulation programs imitate a real or imaginery situation based on a theory. Simulations are used in addition to an experiment.
5. Instructional games are designed to be fun for students and increase the chances of learning a concept, knowledge, or skill embedded in the game. These games have a clear set of rules with a winner.

Software packages designed primarily for home use is also used in the home economics classroom. Examples include word processing, menu planning, budgeting, filing systems, and many others. Since home economics is where students learn about home management, some teachers believe it is important for students to use home software rather than educational software. This gives the students the opportunity to see how micrcomputers are used for home management.

COMPUTER TERMINOLOGY

Every field of study has their own terminology and jargon. The computer field is no different. Here is a very brief list of simple computer terminology. Keep in mind that computer dictionaries are also available.

COMPUTER--



An electronic devise that manipulates symbolic information according to a list of precise and limited instructions to perform a few very simple operations

COMPUTER SYSTEM--
What most people think of when they say "computer." Includes additional devices to receive information and to communicate with the computer.

INPUT--
The way we "talk" to a computer and the information we give it. Examples of input devices include punched cards, machine readable characters, magnetic disks, magnetic tape, magnetic drums, and paper tape.

CPU--
The Central Processing Unit; The "brains" of the computer.

OUTPUT--
The information that comes from a computer; the "answer." Examples of an output device include printer, CRT, plotter, typewriter and audio response devise.

MEMORY (PRIMARY STORAGE)--
Circuits where information is stored which are directly accessible from the CPU. Measured in K.

SECONDARY STORAGE--
All storage of information outside the CPU. Examples include tapes, disks, cards, etc.

'K'--
Derived from the word "kilo"--1,024 characters of storage.

PROGRAM--
A set of instructions to a computer directing it to do a particular task.

DEBUG--
The process of eliminating mistakes from a program.

Computer Terminology

CRT--
Cathode Ray Tube; a television-like display screen

SOFTWARE--
The program itself.

HARDWARE--
The physical equipment.

COURSEWARE--
A total package of programs, teacher's manual, ditto sheets, workbooks, and tests.

DOCUMENTATION--
Literature which explains how to operate and the purpose of a computer program.

The Inservice Home Economics Teacher Education Project at the University of Arizona has researched and compiled a list of computer resource materials appropriate for home economics in Arizona. This paper is divided into four areas--Software, Computer Disks and Publications Owned by the Inservice Project, Books/Reference Materials, and Hardware.

Software, the first section, contains two parts. The first part lists software that meets the criteria of the Inservice Home Economics Teacher Education Project at the University of Arizona. An evaluation tool was developed for judging software. (See Appendix A) The teacher educator and Home Economics 316 students previewed software and administered the tool. The second section lists software available for preview and/or distribution from the Inservice Home Economics Teacher Education Project at the University of Arizona.

The second section of this paper lists all the computer disks and publications owned by the Inservice Project at the University of Arizona.

Section 3 contains books and reference materials that home economics teachers, administrators, vocational directors, and counselors may find useful when researching microcomputer education. This section contains two parts. The first part lists publications and the second part lists periodicals addressing microcomputer education.

The last section identifies microcomputer hardware manufacturers in which an ample amount of home economics software is available.

The Inservice Home Economics Teacher Education Project personnel at the University of Arizona has not reviewed all microcomputer products on the market and is not is a position to disapprove of any items not previewed.

1.0 SOFTWARE

1.1 Software that meets the criteria of the Inservice Home Economics Teacher Education Project at the University of Arizona.

The Inservice Home Economics Teacher Education Project at the University of Arizona has an Apple II Plus available for previewing software. Since software is not interchangeable among systems, the Inservice Teacher Educator previews software which will run on the Apple II +. Software has not been previewed for Atari, I.B.M., Texas Instruments, Radio Shack, or Pet Commodore systems.

The following software is not a comprehensive list of software appropriate for use in the home economics classroom. It is a list of software that is available at the University of Arizona which is appropriate for use in the the home economics classroom.

TITLE	PUBLISHER	DATE
The Apple Grade Book	J & S Software	1980-81
Apple Pilot	Apple Computer, Inc.	1980
Decision Master	Syntonic Software	1981
Diet Analysis	Apple Computer, Inc.	
Diet Planning Package	Compu thing	
Ernie's Quiz	Apple Computer, Inc.	
Family Resource Game		
Finance/Education Disk	Applesoft	
Financial Management System II	Computerized Management System	1980
Grocery List by D. R. Jarvis	Computerized Management System	
The Menu II	C & H Video	1982
Nutritionist	N-Squared Computing	
The Personal Filing System	Software Publishing Corporation	
The Personal Report System	Software Publishing Corporation	

1.2 Software available for preview and/or distribution from the Inservice Home Economics Teacher Education Project at the University of Arizona.

Acquiring quality software requires money and time. The following is a comprehensive list of all the software the Inservice Home Economics Teacher Education Project at the University of Arizona has collected. Please note that the Project will be acquiring additional software during FY1983. This list will be updated as software developed in the Project, commercial and public domain software is acquired.

TITLE	PUBLISHER	RESOURCE NO.
Alpha Plot	Beagle Bros.	CD-16
Apple Pilot	Apple Computer, Inc.	CD-17
Basic Mailer (Mail list Merge System)	ARTSCI, Inc.	CD-12
Decision Master	Syntonic Software	CD-20
Diet Analysis	Apple Computer, Inc.	CD-1
Elementary Math and Science Vol. 4, Version 2.0	Minnesota Education Computing Consortium	CD-4
Entertainment/Education Disk	Applesoft	CD-5
Finance/Education Disk	Applesoft	CD-6
Financial Management System II	Computerized Management Systems	CD-21
Hand-Holding Basic	Apple Computer, Inc.	CD-2
Home Economics Programs	Illinois State Board of Education Department of Adult, Vocactional & Technical Education	CD-23
Magic Window Command		CD-11
The Menu	C & H Video	CD-3
The Menu II	C & H Video	CD-22
The Metric Tutor Program	Cyguns Software	CD-7
Micromodem		CD-30
The Personal Filing System	Software Publishing Corp.	CD-8
The Personal Report System	Software Publishing Corp.	CD-9
Sourceterm		CD-31
Utility City	Beagle Bros.	CD-19
Versa Writer-Expansion Pac I	Versa Computing	CD-10
The Wizard and the Princess Hi-Res Adventure #2	On Line Systems	CD-18

Teachers, administrators, and vocational coordinators who are interested in acquiring software for use in the home economics classroom may find Computer Software for Home and Home Economics by Strictly Software a valuable resource. Editions are available for a variety of computer systems. (See Books/Reference Materials.)

2.0 COMPUTER DISKS AND PUBLICATIONS OWNED BY INSERVICE PROJECT

The Inservice Home Economics Teacher Education Project at the University of Arizona is adding computer disks and computer-oriented books to the Instructional Resource Library. Many pieces are available on loan from the University Inservice Project at the University of Arizona. This list will be updated as new disks and publications are aquired.

COMPUTER DISKS AND PUBLICATIONS

TYPE	TITLE	PUBLISHER	NOTES
CD-1	DIET ANALYSIS	APPLE COMPUTER, INC.	DISK
CD-10	VERSA WRITER--EXPANSION PAC-1	VERSA COMPUTING, INC.	DISK
CD-11	MAGIC WINDOW COMMAND SUMMARY & BASIC MAILER (BOTH ON ONE DISK)		DISK
CD-12	BASIC MAILER (MAIL LIST MERGE SYSTEM)	ARTSCI, INC.	DISK
CD-13	SILENTYPE OPERATION AND REFERENCE MANUAL	APPLE COMPUTER, INC.	PUBLICATION
CD-14	THE DOS MANUAL--DISK OPERATING SYSTEM	ARTSCI, INC.	PUBLICATION
CD-15	STIMULATING SIMULATIONS, 2ND EDITION	HAYDEN BOOK COMPANY, INC.	PUBLICATION
CD-16	ALPHA PLOT	BEAGLE BROS.	DISK
CD-17	APPLE PILOT	APPLE COMPUTER, INC.	DISK
CD-18	THE WIZARD AND THE PRINCESS, HI-RES ADVENTURE #2	ON LINE SYSTEMS	DISK
CD-19	UTILITY CITY	BEAGLE BROTHERS	DISK
CD-2	HAND HOLDING BASIC	APPLE COMPUTER, INC.	DISK
CD-20	DECISION MASTER	SYNTONIC SOFTWARE	DISK
CD-21	FINANCIAL MANAGEMENT SYSTEM II	COMPUTERIZED MANAGEMENT SYSTEMS	DISK
CD-22	THE MENU II	C & H VIDEO	DISK
CD-23	HOME ECONOMICS PROGRAMS (2 DISKS)	ILLINOIS STATE BOARD OF EDUCATION, DEPT OF ADULT, VOC, & TECH EDUC.	DISKS (2)
CD-24	MICROCOMPUTER DICTIONARY	HOWARD W. SAMS & CO., INC.	PUBLICATION
CD-25	COMPUTER SOFTWARE FOR HOME & HOME ECONOMICS	EDUCATION PRODUCED EDITION	PUBLICATION

CD-26	COMPUTER SOFTWARE FOR HOME AND HOME ECONOMICS (APPLE EDITION)	STRICTLY SOFTWARE	PUBLICATION
CD-27	COMPUTER SOFTWARE FOR HOME & HOME ECONOMICS (RADIO SHACK EDITON)	STRICTLY SOFTWARE	PUBLICATION
CD-28	COMPUTER SOFTWARE FOR HOME & HOME ECONOMICS (PET COMMADORE EDITION)	STRICTLY SOFTWARE	PUBLICATION
CD-29	COMPUTER SOFTWARE FOR HOME & HOME ECONOMICS (ATARI, IBM, TEXAS INSTRUMENTS)	STRICTLY SOFTWARE	PUBLICATION
CD-3	MENU	C & H VIDEO	DISK
CD-30	MICROMODEM II		DISK
CD-31	SOURCETERM		DISK
CD-32	DOS 3.2.1 PLUS		DISK
CD-33	DOS 3.3 SYSTEM		DISK
CD-34	DOS 3.2		DISK
CD-4	ELEMENTARY MATH AND SCIENCE, VOL. 4, VERSION 2.0	MINNESOTA EDUCATIONAL COMPUTING CONSORTIUM	DISK
CD-5	ENTERTAINMENT/EDUCATION DISK	APPLESOFT	DISK
CD-6	FINANCE/EDUCATION DISK	APPLESOFT	DISK
CD-7	THE METRIC TUTOR PROGRAM	CYGUNS SOFTWARE	DISK
CD-8	THE PERSONAL FILING SYSTEM	SOFTWARE PUBLISHING CORP.	DISK
CD-9	THE PERSONAL REPORT SYSTEM	SOFTWARE PUBLISHING CORP.	DISK

3.0 Books/Reference Materials

3.1 Publications

Computer-oriented books and reference materials are available to assist those persons interested in microcomputer education. The focus of such publications range from introducing the reader to the area of microcomputers to providing the sources of software manufacturers. Please note that those items preceeded by an asterisk (*) are owned by the Inservice Home Economics Teacher Education Project at the University of Arizona.

Coburn, Peter, et.al. Practical Guide to Computers in Education. Reading, MA: Addison-Wesley Publishing Company, 1982.

*Dillon, Nancy F. and Mayhew, Frances W. Computer Software for Home and Home Economics, Educator Produced Edition. Phoenix, AZ: Strictly Software, 1982.

*Dillon, Nancy F. Computer Software for Home and Home Economics, Apple Edition. Phoenix, AZ: Strictly Software, 1982.

*Dillon, Nancy F. Computer Software for Home and Home Economics; Atari, I.B.M. and Texas Instruments Edition. Phoenix, AZ: Strictly Software, 1982.

*Dillon, Nancy F. Computer Software for Home and Home Economics, Radio Shack Edition. Phoenix, AZ: Strictly Software, 1982.

Herbert, Frank. Without Me You're Nothing: The Essential Guide to Home Computers. New York: Pocket Books, 1980.

*_____. Swift's 1982 Educational Software Directory, Apple II Edition. Austin, TX: Sterling Swift Publishing Company, 1982.

_____. The Apple Software Directory, Vol. 3--Education. Chicago: WIDL Video.

_____. Educator's Handbook and Software Directory. Kansas City, MO: Vital Information, Inc.

Wang, Anastasia. Index to Computer-Based Learning, 1981 Edition. Milwaukee: Instructional Media Laboratory, 1981.

_____. International Microcomputer Software Directory. Fort Collins, CO: Imprint Software,

Jem Research. Reference Manual for Instructional Use of Microcomputers. Victoria, B.C.: University of Victoria,

_____. School Microware Directory. Dresden, ME: Dresden Associates,

_____. The Software Directory. Lincoln, NE: Software Central,

_____. Van Loves Apple II/III Software Directory. Kansas City, MO: Vital Information, Inc.

*Sippl, Charles J. Microcomputer Dictionary. Indianapolis: Howard W. Sams & Company., Inc., 1981.

Toffler, Alvin. The Third Wave, New York: Morrow, 1980.

3.2 Periodicals

Computer advancements and applications are changing constantly! Teachers who use microcomputers for actual instruction and management need to stay abreast of innovations in data processing. There are a tremendous amount of computer periodicals on the market. This section lists those which might be most useful to home economics teachers. Two sections are included--Educational Computin Periodicals and Computing Periodicals. Those listed in the first group are aimed strictly at educational applications of microcomputers. Computing Periodicals frequently focus on educational and home uses of the microcomputer.

EDUCATIONAL COMPUTING PERIODICALS

ACM SIGCUE Bulletin
Computer Uses in Education
Association for Computing Machinery
P. O. Box 12015, Church Street Station
New York, NY 10249

AEDS Journal and HEDS Monitor
Association for Educational Data System
1201 Sixteenth Street NW
Washington, DC 20036

Classroom Computer News (Bimonthly)
Intentional Educations, Inc.
51 Spring Street
Watertown, MA 02172

The Computing Teacher
Department of Computer and Information Science
University of Oregon
Eugene, OR 97403

Educational Computer Magazine (Bimonthly)
P. O. Box 535
Cupertino, CA 95015

Educational Technology (monthly)
140 Sylvan Avenue
Englewood Cliffs, NJ 07632

Electronic Education
Electronic Communications, Inc.
Suite 220
1311 Executive Center Drive
Tallahassee, FL 32301

Electronic Learning (Bimonthly)
Scholastic, Inc.
902 Sylvan Avenue
Box #2001
Englewood Cliffs, NJ 07632

Journal of Computer-Based Instruction (Quarterly)
ADCIS
Computer Center
Western Washington University
Bellingham, WA 98225

Journal of Educational Technology Systems (Quarterly)
Baywood Publishing Company, Inc.
120 Marine Street, Box D
Farmingdale, NY 11735

T.H.E. Journal (Technological Horizons in Education)
P. O. Box 992 (6 times/year)
Acton, MA 01720

COMPUTING PERIODICALS

Creative Computing (monthly)
P. O. Box 789-M
Morristown, NJ 07960

Personal Computing (monthly)
P. O. Box 1408
Riverton, NJ 08077

Popular Computing
70 Main Street
Peterborough, NH 03458

4.0 Microcomputer Hardware Manufacturers in which home economics software is available.

Microcomputer manufacturing is a highly technological, and rapidly changing business. There are many hardware manufacturers each with a variety of microcomputer models. The following is a list of microcomputer manufacturers for which there is home economics software available:

Apple Computer, Inc.
10260 Brandley Drive
Cupertino, CA 95014

Atari, Inc.
Bid Dept.
1265 Borregas Avenue
P. O. Box 427
Sunnyvale, CA 94086

Commodore Business Machines, Inc.
950 Rittenhouse Road
Norristown, PA 19403

International Business Machines (IBM) Corporation
P. O. Box #328
Boca Raton, FL 33432

Radio Shack
National Bid Dept.
400 Atrium, 1 Tandy Center
Fort Worth, TX 76102

Texas Instruments, Inc.
c/o Jim Dugan
P. O. Box 10508, Mail Station 5890
Lubbock, TX 79408

Data Sheet On How
Much Experience Person
Has Had:

Skills?

Background?

Evaluation of Educational Course Ware

Program Name _____ Program Type Educational OR Home

Manufacturer _____

Address _____ Date _____

_____ Evaluator _____

_____

Hardware _____

Price _____

Copyright _____

1.0	Does the program run?	Yes	No N/A
1.1	Proceeds from beginning to end?	Yes	No N/A
1.2	Reaction with wrong answers. Comment		
1.3	Mistake Keys (Ø for 0, 1 for L) Comment		
1.4	Assistance to user when mistake occurs? Comment		
2.0	Is the program easy to use?	Yes	No
2.1	Consistent formation its -		
2.11	Response to question?	Yes	No
2.12	How to proceed on to next step?	Yes	No
2.2	Instructions/text		
2.21	Correct grammar?	Yes	No
2.22	Correct spelling?	Yes	No
2.23	Correct punctuation?	Yes	No
3.0	Is the activity educationally sound?	Yes	No
3.1	Appropriate activity?	Yes	No
3.2	Integrated into concepts?	Yes	No
3.3	Appropriate for the age of the user?	Yes	No
3.4	Reasonable tasks?	Yes	No

3.5 Activity enhanced by computer? Or is another medium more appropriate? Yes No

Comment

3.6 Attractive and interesting? Yes No

Comment

4.0 Who is in control? User Machine

4.1 User controls length of time text remains on screen? Yes No N/A

4.2 Can user change the repsonse? Yes No N/A

5.0 Does the program present the concept to be learned in a harmonious and well balanced way? Yes No

5.1 Printed text - easy to read? Yes No N/A

5.2 Graphics - support and reinforce or distract? Yes No N/A

5.3 Sound Yes No N/A
provide clues? Yes No N/A
call attention to screen? Yes No N/A
distract? Yes No N/A

5.4 Well balanced - guides student? Yes No

6.0 User friendly?

JUDGEMENT Is this program appropriate for use in the Home Economics Classroom?
YES
NO Why?